

A STUDY OF SOME FACTORS RELATED TO THE SOCIAL ROLES CHILDREN PLAY  
AS REVEALED BY CASE STUDY RECORDS OF TEACHERS  
IN A CHILD STUDY PROGRAM.

by

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A Thesis Presented to The College of Education, University of  
Maryland, For Partial Fulfillment of the Requirements for the  
Degree of Doctor of Education, June, 1952

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SECTION A  
NATURE OF PROBLEM AND EXPERIMENTAL DESIGN

CHAPTER I

RATIONALE AND HYPOTHESES TO BE TESTED

I. INTRODUCTION IMPORTANCE OF ROLE PLAYING IN PERSONAL DEVELOPMENT

One of the significant areas of interest for students of human development is the behavior of children in their peer group. Particularly has interest focused upon the roles children play in their peer group. The numerous studies which have been made concerning group interaction and role playing in the group indicate the important place these factors have in the field of human development. Evidence suggests that extensive and important learnings are acquired by children through their participation in peer group activities. "Learning to participate in this child society and to adjust effectively to its processes poses for every child one of his most highly motivated and significant developmental tasks." <sup>1/</sup>

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<sup>1/</sup> American Council on Education, Helping Teachers Understand Children, Washington, D. C., 1945, p. 278.

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Belonging to the group has come to be recognized as a strong motivating force in the life of an individual and one that has a definite influence on the development of the individual's personality. Fromm states that, "Unless the person feels that he belongs somewhere, unless his life has some meaning and direction, he would feel as a particle of dust and be overcome by his individual insignificance. He would not be able to relate himself to any system which would give meaning and direction to his life; he would be filled with doubt, and this doubt would paralyze

his ability to act - that is, to live."<sup>2/</sup> Bossard relates the problem of

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<sup>2/</sup> Fromm, Erich, Escape from Freedom, Farrar and Rinehart, New York, 1941, pp. 21-22.

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belonging to the development of the individual's personality: "This role in the peer group becomes a powerful determinant in the child's conception of himself.... The child's life in the peer group is one of life's major experiences, and such experiences constitute one of the basic factors in determining the adult personality."<sup>3/</sup>

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<sup>3/</sup> Bossard, James H. S., The Sociology of Child Development, Harper and Bros., 1948, pp. 515 and 519.

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The struggle for recognition and status in the group seems to be a lifelong one, and the success one has in gaining belongingness becomes a significant factor in one's learning the codes, the customs, the rules and regulations, the way of life of the group. Cantril states that, "If an individual, like a bodily cell, is to function at all properly and to grow and develop, he must be integrated into a larger functional unit."<sup>4/</sup> One

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<sup>4/</sup> Cantril, Hadley, The "why" of Man's Experience, The Macmillon Company, New York, 1950, p. 139.

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of the qualities of the well adjusted personality as interpreted by Symonds<sup>5/</sup> is the ability to participate effectively in group interaction, an ability

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<sup>5/</sup> Symonds, Percival M., Dynamic Psychology, Appleton-Century Press, Inc., New York, 1949, pp. 394-398.

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which results from belonging to the group. The studies of Piaget<sup>6/</sup> are in

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<sup>6/</sup> Piaget, Jean, The Moral Judgments of the Child, The Free Press, Glencoe, Ill., 1948.

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accord with this concept of the acquisition of important learnings and meanings through belonging to the group. Montagu suggests the struggle or drive for belonging when he states that, "what man wants is that .... dependent security, the feeling that one is a part of the group, accepted, wanted, loved, and loving." <sup>7/</sup> Young recognizes the importance of belonging when

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<sup>7/</sup> Montagu, Ashley, On Being Human, Henry Schuman, New York, 1951, p. 80.

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he states that, "The role and status of a person are fundamental to his development." <sup>8/</sup> The ongoingness of the struggle for belonging and its impact

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<sup>8/</sup> Young, Kimball, Personality and Problems of Adjustment, F. S. Crofts and Company, New York, 1947, p. 138.

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upon the individual, with the interplay of the physiological and broader cultural forces, are developed by Cattell<sup>9/</sup>, Linton<sup>10/</sup>, and Murphy<sup>11/</sup>.

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<sup>9/</sup> Cattell, Raymond B., Personality, McGraw-Hill, New York, 1950, pp. 386-450.

<sup>10/</sup> Linton, Ralph, The Cultural Background of Personality, Appleton-Century-Crofts, Inc., New York, 1945, p. 157.

<sup>11/</sup> Murphy, Gardner, Personality, A Biosocial Approach to Origins and Structure, Harper & Brothers, 1947, pp. 504-539.

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Prescott presents a rather clear picture of the concept of belonging, and role playing as a function of belonging: "The development of the social self is the development of the self that understands the customs and the

codes of the people around the individual, that knows the preferred and prestige-giving activities and roles of the social group of which he is a part, and develops the knowledge and skill required to play these roles effectively .... He must learn the relatively satisfying values of the different roles and must accept for himself those roles which he is able to play in the light of his capacities and attitudes and his experience background .... Belonging depends upon having a common interpretation of life and playing effectively roles in an organized social group .... A child must have the knowledges and skills to play roles if he is to be accepted, and he must be able to conform to the code of the group .... One learns to become an effective adult not by becoming more adult each day, but by functioning effectively in the peer group, by learning the codes of the peer group that change as the group matures." <sup>12/</sup>

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<sup>12/</sup> Prescott, Daniel A., Selected Notes from Unpublished Lectures.

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## II. REVIEW OF PERTINENT LITERATURE

Since the recognition, status, and belonging of the individual are such significant forces in his development, it is important to study some of the factors that may be related to his achievement of each. Evidence from research suggests at least five factors which seem to have some relation to recognition, status, and belonging, and also to role playing, which seems to be a function of the other three. These five factors are: (1) the family or home experience of the individual, (2) the sex of the individual, (3) the caste of the individual, (4) the situation in which the individual finds himself, and (5) age or school grade placement.

1. The family or home experience of the individual as a factor related to status, recognition, and belonging. Symonds, <sup>13/</sup> in his study

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<sup>13/</sup> Symonds, Percival M., The Psychology of Parent-Child Relationships, D. Appleton-Century, New York, 1939.

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of the problem of emotional security and its relation to the development of personality, found that children who had experienced emotional security in the home showed predominantly social characteristics, while children who had not experienced emotional security in the home showed predominantly unsocial behavior.

Brown, Morrison, and Crouch <sup>14/</sup> made a study to investigate certain

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<sup>14/</sup> Andrew B. Brown, Joan Morrison, Gertrude B. Crouch, "Influence of Affectional Family Relationships on Character Development," Journal of Abnormal Psychology, XLII, October, 1947, pp. 422-429.

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factors that influence the development of character and personality. The study was based on the hypothesis that character development is determined by affectional family relationships. The general conclusion of the study was that behavior patterns which were related to character and personality are to a considerable extent environmentally determined, and that at least one of these environmental factors is affectional family relationships.

Other studies have investigated the association between social relationships and such factors as: family size, income of father, place and length of residence in the community, religious affiliation, and school achievement and intelligence. The father's income and level of school achievement were found to be factors that might be associated with status

in children's groups. 15/ Religion and family size (except where family

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15/ H. Gerlton Morgan, "Social Relationships of Children in a War-Boom Community," Journal of Educational Research, December, 1946.

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membership was six or more) were found to be factors which seemed to have little effect upon the individual's acceptability by the group. 16/ 17/

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16/ Merl E. Bonney, "A Study of Friendship Choices in College in Relation to Church Affiliation, In-Church Preferences, Family Size, and Length of Enrollment in College," Journal of Social Psychology, 1949, XXIX, pp. 153-156.

17/ Merl E. Bonney, "Relationship Between Social Success, Family Size, Socioeconomics Home Background, and Intelligence Among Children in Grades III to V," Sociometry, 1946, IX, pp. 21-47.

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Maas, 18/ in his study of the interpersonal patterns among ten-to-

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18/ Henry S. Maas, "Some Social Class Differences in the Family Systems and Group Relations of Pre-and Early Adolescents," Child Development, Vol. XXII, June 1951, pp. 145-152.

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fifteen-year-old boys and girls in the lower-lower class and in the "core-culture" (lower middle and upper lower), found that the children from the lower-lower tend to become "either a prototype of the bully .... or an ever-submissive person," while children of the core culture apparently practice a wider range of peer relationships.

## 2. Sex as a factor related to status, recognition, and belonging.

Tyron, 19/ in her study of three hundred fifty children of grades six,

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19/ Caroline Tyron, "Evaluations of Adolescent Personality by Adolescents," Monograph Social Research in Child Development, Vol. IV, No. 4, Washington, D. C., National Research Council.

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seven, and nine, found that different standards of evaluation were operating for adults and children. The purpose of her study was to investigate some of the factors related to the task of maintaining status with one's peers, to determine what children themselves considered "prestige-lending" characteristics and behaviors. The study showed that children's criteria for judging their peers changed from the beginning to the end of junior high school, and that at each level of the junior high school there were different criteria of social prestige for boys and girls.

Moreno,<sup>20/</sup> in his early and extensive study of the structure and dynamics

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<sup>20/</sup> Moreno, Jacob L., Who Shall Survive, Nervous and Mental Disease Publishing House, Washington, D. C., 1934.

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of social groups, found a difference in intrasexual and intersexual attractions at the different developmental levels. Jersild and Tasch<sup>21/</sup> noted

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<sup>21/</sup> Jersild, Arthur T. and Ruth J. Tasch, Children's Interests, Bureau of Publications, Teachers College, Columbia University, 1949.

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sex differences in terms of children's statements of their wishes and in their comments about their "happiest day." Other studies have noted sex differences in the behavior of pre-school children and sex differences in the behavior of children of elementary school age. <sup>22/</sup> <sup>23/</sup> <sup>24/</sup>

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<sup>22/</sup> George R. Bach, "Father Fantasies and Father-Typing in Father-Separated Children," Child Development, 1946, XVII, pp. 63-80.

<sup>23/</sup> LaBerta A. Haltroick, "Sex Differences in the Behavior of Nursery School Children," Child Development, VIII, 1937, pp. 343-355.

<sup>24/</sup> Robert R. Sears, et al, "Effect of Father Separation in Pre-School Children's Doll Play Aggression," Child Development, XVIII, 1946, pp. 219-243.



3. Caste as a factor related to status, recognition, and belonging. The contributions of Allison Davis probably have equalled that of any other student in human development in helping us arrive at a better understanding of the factor of caste in our social structure. His studies and reports have been concerned mainly with the broad and general factors operating within and as a result of caste differences and similarities as they affect the individual's personality development. These are presented as being so basic and pervading that one's whole personality feels their impact. So, one wonders if role playing as one of the facets of personality expression might also be related to and associated with these caste forces. <sup>25/</sup> <sup>26/</sup>

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<sup>25/</sup> Davis, Allison, et al, Deep South, University of Chicago Press, Chicago, Illinois, 1941.

<sup>26/</sup> Davis, Allison and Dollard, John, Children of Bondage, American Council on Education, Washington, D. C., 1940.

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Davis and Havighurst, <sup>27/</sup> in their study of two hundred two mothers,

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<sup>27/</sup> Davis, Allison and Havighurst, Robert G., Father of the Man, Houghton Mifflin Company, Boston, 1947.

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equally divided as to white and Negro caste, presented findings which add to our understanding of social class and caste differences in child-rearing practices. Moreno <sup>28/</sup> devoted a part of his study to the complexi-

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<sup>28/</sup> Moreno, op. cit., pp. 217-228.

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ties arising from the factor of caste differences in the structure and dynamics of groups in our society.

4. Situation in which interaction occurs as a factor related to status, recognition, and belonging. Many studies which set out to investigate the roles of leader and/or isolate have found that the situation in which the behavior occurred was an important factor in the dynamics of group interaction. The studies of Gibbs, <sup>29/</sup>Stogdill, <sup>30/</sup>and Jennings <sup>31/</sup>involved such investigations. Each of these studies

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<sup>29/</sup> Cecil A. Gibbs, "Principles and Traits of Leadership," Journal of Abnormal and Social Psychology, XLII, July, 1947, pp. 267-284.

<sup>30/</sup> Ralph M. Stogdill, "Personal Factors Associated with Leadership," Journal of Psychology, XXV, 1948, pp. 35-72.

<sup>31/</sup> Jennings, Helen Hall, Leadership and Isolation, Longmans, Green and Co., New York, 1950.

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arrived at the same general conclusion: that leadership is achieved not by the possession of some combinations of traits, but instead it is always related to the situation and aims toward some group goal arrived at through a process of mutual stimulation. Jennings states what seems to represent the common conclusion of the three studies in this way: "Both leadership and isolation appear as phenomena which arise out of individual differences in inter-personal capacity for participation and as phenomena which are indigenous to the specific social milieu in which they are produced."<sup>32/</sup>Jennings,<sup>33/</sup> in a study concerned with the sociometry of

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<sup>32/</sup> Ibid., p. 204.

<sup>33/</sup> Jennings, Helen Hall, Sociometry in Group Relations, American Council on Education, Washington, D. C., 1948.

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children's groups, investigated devices for determining children's choices and reasons for these choices; she found that the situation in which the choices were made was a factor in the process of group interaction.

5. Age or grade placement as a factor related to status, recognition, and belonging. Some of the studies mentioned above have included in their investigation and findings the age or grade placement of the children as a factor related to group interaction.

Tyron <sup>34/</sup> found that the children's criteria for judging their peers

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<sup>34/</sup> Tyron, op. cit.

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changed from the beginning of junior high school to the end of junior high school.

Moreno <sup>35/</sup> in his study explored the dynamics of group interaction from

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<sup>35/</sup> Moreno, op. cit., pp. 23-66.

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birth on. As a result of his findings, he postulated what he called the "developmental aspects" of group dynamics. From birth to about twenty to twenty-eight weeks was called the period of "organic isolation"; a time when the individual, although in close proximity to others, was fully absorbed in what he was doing. From about twenty to twenty-eight weeks until about forty to forty-two weeks was called the period of "horizontal differentiation"; a time when the individuals began to react to each other, beginning first with the immediate neighbor. At about forty to forty-two weeks begins the period that was called "vertical differentiation"; a time when there begins to be more prominent members of the group and less prominent members of the group. Other divisions made by Moreno in his discussion of developmental aspects of group dynamics are: (1) the pre-socialized period, up to seven to nine years; (2) the first socialized

period, from about eight to thirteen or fourteen years; and (3) the second socialized period, from about thirteen years on.

Jersild and Tasch <sup>36/</sup> found age differences in children's statements

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<sup>36/</sup> Jersild and Tasch, op. cit.

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of their wishes and statements about one of their happiest days. Jennings<sup>37/</sup>

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<sup>37/</sup> Jennings, op. cit.

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found that the nature of children's choices within the group changed from one grade to another for the grades included in her study.

### III. HYPOTHESES TO BE TESTED AND STATEMENT OF THE PROBLEM

The findings from the above studies provide some evidence to suggest that family or home experience, sex, caste, situation, and age or grade placement may be factors which are related to role playing in the group. This study accepts these reports as a point of departure. However, it seems apropos at this time to look at role playing as a process and aspect of human development, and to consider what is meant by "related" in terms of this consideration.

Role playing appears to be a function of the self concept, but for this statement to have meaning it is necessary that brief consideration be given to the development of the concept of self as interpreted by this study to serve as the frame of reference.

The development of one's concept of self appears to be an ongoing process of organizing, relating, and integrating experiences wherein the individual is both a receptor and an active agent in organizing and interpreting his life experiences through time. His role as receptor and

his role as active agent are determined, in nature and in intensity, by the meaning he gives and has given to his backlog of experience as affected by his potentials, by his place in the life cycle, and by the number and nature of his experiences. He recognizes and accepts certain elements of a general experience situation on the basis of the "ground and field" residue of his past experiences with their affective content; thus through a process of acceptance and rejection and of incorporation and reorganization of elements, the general experience becomes for him a unique and individual experience with personal and private meaning for him according to his self organization.<sup>38/ 39/</sup> The qualitative interpre-

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<sup>38/</sup> Plant, James S., The Envelope, The Commonwealth Fund, New York, 1950.

<sup>39/</sup> Snygg, Donald and Combs, Arthur W., Individual Behavior, Harper and Brothers, New York, 1949.

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tation of these experiences as he sees himself in them provides for him a picture of himself - his concept of self.

It appears that one's concept of self is a dynamic process which operates and develops through time but which appears to have relative rigidity and consistency at any given moment.<sup>40/</sup> There appears to be

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<sup>40/</sup> Lecky, Prescott, Self-Consistency, The Island Press, New York, 1945.

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operative at any given moment two processes that are interpreted in the light of the "ground and field" of one's life experience; these processes are the protection of the integrity of the self (maintenance of the self) and the enhancement of the self. The adjustments and behaviors

of the individual seem to be the resultant of these processes at work in the situation as the individual interprets it and sees himself in it. It is from such a framework that the earlier statement was made: "role playing appears to be a function of the self concept." The roles played by an individual will be a reflection of the meaning of the situations to him and will be selected on the basis of his past experience with the roles as a means of protecting and maintaining and enhancing his concept of self.

In the light of this interpretation of role playing as the overt response of the self to the group situation, it is believed that the five factors to be considered are related to role playing in varying degrees, since each appears to be one of the forces operative in the individual's ongoing life experiences, and each will have had some impact upon the development and expression of the self concept. Some of the factors may show direct and clear relationship to role playing, while others may show no such direct relationship, but instead may be incorporated as one of many factors impinging upon the development of the self concept without showing simple cause-effect relationship to role playing.

The studies referred to above suggest the possibility that family or home experience, sex, caste, situation, and age or grade level may be factors related to role playing. This is not to suggest that all necessarily show the same relationship, either in degree or nature, but it is suggesting that each appears to be a significant factor in the development of the self concept, and thus may be related to role playing, the expression of the self in the group situation. This study is interested in investigating the nature and degree of relationship each of the five factors shows to role playing.

Eighteen roles are identified and considered in relation to the five factors to be investigated in the study. These roles are defined and illustrated in Chapter II, pages <sup>411-53</sup> 37 - 44; however, a brief glance at these roles at this time seems in order: (1) director, tells others what to do and how to do it; (2) bully, secures recognition or participation by threatening or intimidating others; (3) initiator, suggests new procedures, the idea man; (4) clarifier, explains and interprets group purposes; (5) morale builder, reinforces confidence, supports ideas; (6) mediator, arbitrates disputes, reconciles differences; (7) catalyzer, stabilizes group through implicit behavior; (8) sustainer, emotionally identifies with leader, group cause is secondary; (9) clown, provides humor and is tolerated and to some degree accepted by group because of wit; (10) nurturer, aids and comforts others; (11) attendant, an apprentice, follows constructively and cooperatively; (12) imitator, follows in a routine way, copies or imitates another; (13) subverter, stimulates interest but group cause is immaterial, motivated by self-interest; (14) rejectee, induces negative social response in others, is denied relationship with members; (15) fringer, is on periphery of group; (16) isolate, is ignored by others, apparently non-existent; (17) scapegoat, focus of aggressive energies of others, receives blame of others; and (18) dependent, seeks mothering and sympathy.

A review of these roles suggests that a wide variation exists between many of them in terms of their operation in the dynamics of group interaction. Some of the roles seem to suggest active and participation in the group; the roles of director, bully, initiator, and clown fall into this category. Other roles seem to suggest passive and non-aggressive participation in the group; the roles of attendant, imitator, rejectee,

isolate, fringer, scapegoat, and dependent fall into this category. Some roles seem to suggest more as a constructive force or factor in the group processes and possibly less in terms of aggressiveness or non-aggressiveness; the roles of clarifier, morale builder, mediator, catalyzer, sustainer, and nurturer belong to this category. The role of subverter suggests participation in the group that is disruptive of the group processes and that may or may not be particularly aggressive.

This study is interested in exploring the five factors of (1) family or home experience, (2) sex, (3) caste, (4) situation, and (5) age or grade level as each may show relationship to role playing in terms of the above aspects or characteristics of the individual roles. The study is based upon the hypothesis that each of the five factors is related in some degree to role playing, since each is a significant force in the development of the self concept. The details of the five-fold hypothesis in terms of the degree and nature of the relationship of each factor to role playing follows:

Family or home experience: The family or home experience as used in this study is of three types: (a) no experience with a physical break in family membership and no evidence of having experienced a degree of warmth in interpersonal family relationships, referred to as the "no break" group; (b) experience with a physical break in family membership and no evidence of having experienced a degree of warmth in interpersonal family relationships, referred to as the "break" group; and (c) no experience with a physical break in family membership and evidence of having experienced a degree of warmth in interpersonal family relationships.

If the data for this study are such as to provide accurate information concerning the three types of family or home experience, each group



should represent a difference in family or home experience for the children. The family or home experience of the child is one of the basic and primary factors in the process of the development of the self concept. Variations, then, in family or home experience should be reflected by variations in role playing, since role playing is the overt expression of the self concept in a group situation. The three types of family or home experience included in this study represent variations of experience in terms of emotional climate of the home and in terms of consistency in the family constellation.

The "harmony" group appears to represent the most favorable family or home experience for the children. In this group there is evidence of the children having experienced an emotional climate in the home that should foster and enhance a favorable orientation to the world and to his operation in the world. In addition, having experienced no physical break in family membership, the children of this group have not had to interrupt the even tenor of their developmental processes by having to adjust themselves to the loss or absence of a member of the family constellation. It is expected then that children of this group would tend to play the more positive and assertive roles and roles that would seem to be associated with the more stable organization of the self processes and not to be associated with the more negative and disruptive roles.

The "break" group appears to represent the least favorable family or home experience for the children. Children of this group have experienced a physical break in family membership, and in addition there is no evidence to indicate that they have experienced any degree of warmth in family interpersonal relationships. This group, it seems, would have experienced more disruptions, more blocks, and more threats to the

smooth operation of the processes operative in their development of self than would be true for either of the other groups. To the extent that this is true for the "break" group, it is expected that children of this group would tend to play roles that are associated with a less stable self organization, roles that possibly represent extremes in terms of aggressiveness and passiveness, roles that possibly are more self-centered and less group centered, or roles that possibly suggest tentative experimentation.

The "no break" group appears to represent an in-between group in terms of the nature of the family or home experience. In this group the children have not been confronted with the problem of adjusting to the loss or absence of a member of the family constellation, and there is no evidence to indicate that they have experienced a degree of warmth in the interpersonal family relationships. This group, then, seems to share something with each of the other groups, and the roles associated with this group should reflect this sharing. It is expected, then, that the roles associated with the "no break" group would tend to vary from the more positive and stable roles to the more passive and unstable roles.

The hypotheses of this study concerning the family or home experience as a factor related to role playing are:

1. The family or home experience of children will influence the roles they play in their peer group:
  - a. Children from homes evidencing "harmony" will differ significantly from children in "break" and "no break" groups in the greater evidence of their playing roles of: director, clarifier, morale builder, catalyzer and attendant. These roles suggest confident and positive behavior, which may or may not be aggressively expressed, as a reflection of the favorable balance of family or home experience of the child.

- b. At the same time children from homes evidencing "harmony" will differ significantly from these same groups in the lesser evidence of playing roles of: bully, clown, imitator, rejectee, isolate, scapegoat, and dependent, which suggest passive and non-constructive participation in the group.
- c. Children from homes evidencing "break" will differ significantly from children in "harmony" and "no break" groups in the greater evidence of their playing roles of: bully, imitator, nurturer, isolate, scapegoat, and dependent. These roles suggest fearful, thwarted, and non-constructive behavior, which may or may not be aggressively expressed, as a reflection of the unfavorable balance of family or home experience.
- d. At the same time children from homes evidencing "break" will differ significantly from these same groups in the lesser evidence of playing roles of: director, clarifier, morale builder, mediator, catalyzer, sustainer, and initiator, which suggest constructive participation in the group.
- e. Children from homes evidencing "no break" will differ significantly from children in "break" and "harmony" groups in the greater evidence of their playing roles of: initiator, rejectee, subverter, and sustainer. These roles suggest an "in and outness" in terms of group participation, possibly an experimental behavior, as a reflection of a family or home experience that is not weighted heavily either favorably or unfavorably.
- f. At the same time children from homes evidencing "no break" will differ significantly from these same groups in the lesser evidence of playing roles of: director, clarifier, morale builder, mediator, catalyzer, and isolate, which suggest either strong constructive participation or disruptive non-constructive participation in the group.

Sex: One of the ongoing important developmental tasks of the individual is that of learning the sex role. Important learnings, which carry significant loads in terms of reward and punishment, accompany the process of developing as a boy or as a girl; these learnings involve

behaviors that are accepted and approved by the culture for the particular sex. The individual in his life experiences is continually confronted with these appropriate sex behaviors, and how he handles them is an important indication of the development of his self concept. As a result of this process of developing as a boy or as a girl, the self concept of each is the process of organizing and relating experiences as a boy or as a girl.

Role playing for the boy is an expression of his self concept as a male operating as a receptor and as an active agent in his experiences. Role playing for the girl is an expression of her self concept as a female operating as a receptor and as an active agent in her experiences. It is believed, then, that sex is a factor related to role playing. It is expected that the roles associated with boys will be different from those associated with girls to the extent that the former will reflect more aggressiveness of a physical nature than the latter. The difference likely is not so much in degree of aggressiveness or participation as it is in the manner by which each is expressed.

The hypotheses of this study concerning sex as a factor related to role playing are:

2. The sex of children will influence the roles they play in their peer group:

- a. Boys will differ significantly from girls in the greater evidence of their play roles of: bully and clown, which suggest aggressiveness of a physical nature in participation in the group.
- b. Girls will differ significantly from boys in the greater evidence of their playing roles of: nurturer, sustainer, and subverter, which do not suggest aggressiveness of a physical nature in participation in the group.

- c. Boys and girls will not differ significantly in playing the remaining roles, as these roles do not suggest any degree of aggressively physical participation.

Caste: In our United States culture, one of the major problems confronting our society, and confronting the individual in his process of development, is the caste differences that are operative. The segregation of the castes as it exists, the slow movement toward some integration (much by precept but little in practice), and the rigidity of caste lines create for the individual serious problems in the process of his development. The apparent differences that exist in family or home experiences, in the timing of a variety of experiences, and in the opportunities each caste can foresee for the future are differential factors that have impact upon the individual's development of his self concept in each caste.

Role playing, as an expression of the self concept in the group situation, should reflect some of these differences in the life experiences within the two castes. More striking differences in role playing probably would be noted if this study considered heterogeneous caste groups instead of considering only the same caste group situations. In this study role playing is the reflection of the white child as he sees himself operating in the white peer group, and role playing for the Negro child will be a reflection of how he sees himself operating in the Negro peer group. Because of the nature of the differences in the ongoing life experiences within the two castes, it is expected that the Negro children are associated with roles which represent the extremes of aggressiveness and submissiveness, while the roles associated with white children are expected to be more representative of all degrees of participation.

The hypotheses of this study concerning caste as a factor related to role playing are:

3. The caste of children will influence the roles they play in their peer group:

- a. Negro children will differ significantly from white children in the greater evidence of their playing roles of: bully, imitator, subverter, scapegoat, and dependent, which suggest the extremes of aggressiveness and submissiveness in participation in the group.
- b. White children will differ significantly from negro children in the greater evidence of their playing roles of: director, clarifier, mediator, catalyzer, and attendant, which suggest neither extreme aggressiveness or submissiveness.

4. Situation: The situations considered in this study are of two types, referred to as "Situation A" and "Situation B". "Situation A" compares role playing in the work group with role playing in the play group. "Situation B" compares role playing in the same sex group with role playing in the heterogenous sex group.

It is believed that the movement from one situation to the other, in either "Situation A" or "Situation B", means a new experience for the whole individual, different kinds of involvement of the self concept. This suggests that different relationships, different activities, different codes, and different goals may confront the individual which he must interpret, relate, incorporate, integrate, and to which he reacts in terms of his self concept as he sees and interprets it in the new situation. Thus, it is expected that in the situational comparisons a wider range of roles are involved than has been true of the former factors considered. It is possible that a direct and significant relationship exists between the situational factors and role playing. Any association of certain roles with a specific situation that is observed

may throw some light on the meaning of the roles as the child sees them, since role playing represents the self's reaction to the new and changed conditions.

The extent to which these expected results are observed depends upon the degree to which a change in situations represents a new and different experience for the individual. It may be that in some classrooms the play group and the work group are so similar that a change from one to the other is unnoticed by the child. Or, it may be that at certain age or grade levels no significant change is involved in moving from the same sex group to the heterogenous sex group. This is merely asserting that one's reactions to these changes in situation are a result of his experiences through time and with the situations.

The hypotheses of this study concerning situation as a factor related to role playing are:

4. The situation will influence the roles children play in their peer group:

- a. The roles children play in the work group will differ significantly from those in the play group in the greater evidence in the work group of the roles of: imitator, subverter, and dependent, which suggest a more authoritative situation wherein group goals can be and are subordinated to individual goals. There will be lesser evidence in the work group of the roles of rejectee, fringer, and isolate as the authoritarian control will not permit them.
- b. The roles children play in the play group will differ significantly from those in the work group in the greater evidence in the play group of the roles of: director, clarifier, morale builder, mediator, catalyzer, and attendant, which suggest a more child-centered situation wherein group goals are of major importance since contributions to them aid the individual goals.

- c. The roles children play in the same sex group will differ significantly from the roles played in the heterogenous sex group in the greater evidence, in general, of the same roles for the same sex group as for the play group, and the same roles for the heterogenous sex group as for the work group.

Age or grade level: The development of the self concept is an ongoing process of organizing, relating, and integrating life experiences. Since this development is an ongoing process, the self concept of the individual must be considered in terms of where he is in the life cycle. The self concept of the child of eight is not expected to be comparable to the self concept of the youth of eighteen; each must be interpreted in relation to his developmental level. For most children, age or grade level is a general, although not accurate, indication of developmental level. A marked change in developmental level suggests the probability of a change in role playing.

It is believed that age or grade level is a factor related to role playing to the extent that the change in age or grade level represents a change in developmental level. It is believed that this relationship becomes more noticeable as the span between the age or grade levels is increased. It may not be possible to observe such relationship from the data used in this study, since the change in role playing may consist of the development and refinement of the same roles rather than the playing of different roles.

The hypotheses of this study concerning age or grade level as a factor related to role playing are as follows:

5. The age or grade level of children will influence the roles they play in the peer group:



- a. Although there will be a significant difference in the role playing of children at different age or grade levels, there seem to be no clues at the present time to indicate that there are roles which will be in greater evidence at a higher or lower grade level. If any evidence of this nature is observed, an attempt will be made to explain it on the basis of the construct previously developed concerning role playing as a reflection or expression of the processes involved in the development of the self concept.
- b. It is believed that if any roles are in greater evidence at a higher or lower grade level, such findings will serve as a clue to the nature of the roles as they are interpreted by children.
- c. It is believed that the degree of significant difference in the role playing of children at different age or grade levels will increase as the difference in age or grade level is increased and decrease as the difference in age or grade level is decreased.

## CHAPTER II

### SETTING UP THE RESEARCH FOR STUDY

#### I

#### SOURCE OF DATA

The data for this study are obtained from the tabulations made by Caldwell <sup>41/</sup> in his research project which investigated the social be-

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<sup>41/</sup> Charles G. Caldwell, "Social Behavior, Social Roles, and Play Patterns of Children Studied by Teachers in a Child Study Program", Unpublished data on file with Institute of Child Study, University of Maryland, hereafter referred to as "Research Project".

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havior, the social roles, and the play patterns of children who were studied by teachers participating in a program of child study.

Caldwell analyzed three thousand thirty case study records of white children and one thousand eighty case study records of Negro children. Each record was analyzed and tabulated in terms of the information it contained concerning the social behaviors, the social roles, and the play patterns of the child as recorded by the teacher. In his analysis and report of findings, Caldwell considered only the social behaviors of the children. He grouped the social behaviors into nine types: (1) affiliation, (2) nurturance, (3) aggression, (4) dominance, (5) succorance, (6) deference, (7) recognition, (8) autonomy, and (9) rejection. His conclusions were as follows:

1. The manifestation of these nine forms of social behavior differ with the sex, grade level, and caste of the children whose records were analyzed.

2. The social interaction of children with persons and groups differs with the sex, grade level, and caste of the children whose records were studied.

3. Negro children interact more frequently at an earlier age with peers of the same sex, sex groups, heterosexual group, and adults and parents than white children.

4. The white boys exhibit more aggressive and autonomous behavior than white girls. The girls, however, exhibit more affiliative, nurturant, succorant, deferent, and recognitive behavior than white boys.

5. White girls interact more frequently with teachers than white boys.

6. Negro boys and girls, represented by the study, differ less in their manifestations of the nine forms of social behavior defined in the study than white boys and girls.

7. The younger Negro boys and girls differ less in their social behavior than older Negro boys and girls.

8. The younger white and Negro boys and girls differ more in their social behavior than older white and Negro boys and girls. <sup>42/</sup>

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<sup>42/</sup> Charles G. Caldwell, "The Social Behavior of Children Studied by Teachers in a Child Study Program," Unpublished Doctor's Thesis, University of Chicago, August, 1951, pp. 296-298.

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As stated above, Caldwell's report is concerned with an analysis of the social behavior of children as revealed in their case study records. The tabulations of Caldwell also included the play patterns of children as observed and recorded by the teachers in the case study records. A study is now in progress which uses the tabulations to investigate the relation of sex, caste, and grade placement to the developmental sequence of children's play patterns. <sup>43/</sup>

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<sup>43/</sup> Olive Renfroe, "A Study of Developmental Sequence of Play Behavior of Children as Revealed in Anecdotal Records of Children," Study now in Progress, Institute for Child Study, University of Maryland.

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This study is concerned with the social roles children play in their peer group and is interested, therefore, in only the tabulations of the role playing behaviors as described in the case study records included in Caldwell's project. However, certain factual information was obtained for each child whose record was included in the four thousand one hundred ten records. A copy of Caldwell's check sheet pertaining to this factual information contained in each of the four thousand one hundred ten case study records is presented on page twenty-eight.

Caldwell used additional check sheets to tabulate the descriptions of social behavior, of play patterns, and of role playing that were described in the case study records. As stated above, Caldwell's analysis and tabulations of descriptions of social behavior and play patterns are considered in other studies <sup>44/</sup> <sup>45/</sup> and are not a part of this study. This

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<sup>44/</sup> Caldwell, op. cit.

<sup>45/</sup> Renfroe, op. cit.

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study is concerned only with Caldwell's tabulations of descriptions of role playing behavior that appeared in the records. Copies of his check sheets for tabulating descriptions of role playing behavior appear on pages twenty nine and thirty.

In the vertical column on the left of these check sheets are listed the types of role playing behavior; each type is listed three times, followed respectively by the letters W.G., P.G., and F.C. These letters indicate in each instance one characteristic of the group situation in which

Case No. \_\_\_\_\_

Card No. \_\_\_\_\_

5. Sex: (1)Male; (2)Female 5. \_\_\_\_\_
6. Grade: (1)K; (2)2; (3)4; (4)8 6. \_\_\_\_\_
7. Age: (1)Younger; (2)Older 7. \_\_\_\_\_
8. Region: (1)Texas; (2)Louisiana; (3)Maryland; (4)East.  
Shore, Md.; (5)Atlantic City; (6)Wash., D. C. 8. \_\_\_\_\_
9. Caste: (1)Negro; (2)White 9. \_\_\_\_\_
10. Class: (1)Upper Middle; (2)Lower Middle; (3)Lower 10. \_\_\_\_\_
11. School Organization: (1)One grade per room; (2)Two or  
more grades per room 11. \_\_\_\_\_
12. Visible Physical Disability: (1)none or no information;  
(2)slight; (3)severe 12. \_\_\_\_\_
13. No. of older siblings in home: (1)none or no information;  
(2)one; (3)two or more 13. \_\_\_\_\_
14. Sex of next older sib: (1)none or no information; (2)Male;  
(3)Female 14. \_\_\_\_\_
15. No. of younger siblings in home: (1)none or no information;  
(2)one; (3)two or more 15. \_\_\_\_\_
16. Sex of next younger sib: (1)none or no information;  
(2)Male; (3)Female 16. \_\_\_\_\_
17. Shifts or breaks in family membership: (1)none; (2)death  
of mother; (3)death of father; (4)mother ab-  
sent from home; (5)father absent from home;  
(6)child living with relatives or in institu-  
tion 17. \_\_\_\_\_
18. Strength of affection between parents, and or harmony in  
home: (1)no information; (2)some harmony;  
(3)considerable harmony 18. \_\_\_\_\_
19. Possession of pets: (1)none or no information; (2)one;  
(3)two or more 19. \_\_\_\_\_

Note: Copied from check sheets used by Caldwell in his  
"Research Project".

	<u>1</u> No.	<u>Info.</u>	<u>2</u> YC	<u>3</u> OC	<u>4</u> P-SS	<u>5</u> P-OS	<u>6</u> SG	<u>7</u> H xG	<u>8</u> H xG	
20. Director, W.G.										20. _____
21. Director, P.G.										21. _____
22. Director, F.C.										22. _____
23. Bully, W.G.										23. _____
24. Bully, P.G.										24. _____
25. Bully, F.C.										25. _____
26. Initiator, W.G.										26. _____
27. Initiator, P.G.										27. _____
28. Initiator, F.C.										28. _____
29. Clarifier, W.G.										29. _____
30. Clarifier, P.G.										30. _____
31. Clarifier, F.C.										31. _____
32. Morale B., W.G.										32. _____
33. Morale B., P.G.										33. _____
34. Morale B., F.C.										34. _____
35. Mediator, W.G.										35. _____
36. Mediator, P.G.										36. _____
37. Mediator, F.C.										37. _____
38. Catalyzer, W.G.										38. _____
39. Catalyzer, P.G.										39. _____
40. Catalyzer, F.C.										40. _____
41. Attendant, W.G.										41. _____
42. Attendant, P.G.										42. _____
43. Attendant, F.C.										43. _____
44. Imitator, W.G.										44. _____
45. Imitator, P.G.										45. _____
46. Imitator, F.C.										46. _____

Note: Copied from check sheets of Caldwell's "Research Project".

	<u>1</u> No.	<u>Info.</u>	<u>2</u> YC	<u>3</u> OC	<u>4</u> P-SS	<u>5</u> P-OS	<u>6</u> SG	<u>7</u> H xG	<u>8</u> H xG	
47. Sustainer, W.G.										47. _____
48. Sustainer, P.G.										48. _____
49. Sustainer, F.C.										49. _____
50. Subverter, W.G.										50. _____
51. Subverter, P.G.										51. _____
52. Subverter, F.C.										52. _____
53. Rejectee, W.G.										53. _____
54. Rejectee, P.G.										54. _____
55. Rejectee, F.C.										55. _____
56. Fringer, W.G.										56. _____
57. Fringer, P.G.										57. _____
58. Fringer, F.C.										58. _____
59. Isolate, W.G.										59. _____
60. Isolate, P.G.										60. _____
61. Isolate, F.C.										61. _____
62. Clown, W.C.										62. _____
63. Clown, P.G.										63. _____
64. Clown, F.C.										64. _____
65. Scapegoat, W.G.										65. _____
66. Scapegoat, P.G.										66. _____
67. Scapegoat, F.C.										67. _____
68. Nurturer, W.G.										68. _____
69. Nurturer, P.G.										69. _____
70. Nurturer, F.C.										70. _____
71. Dependant, W.G.										71. _____
72. Dependant, P.G.										72. _____
73. Dependant, F.C.										73. _____

Note: Copied from check sheets of Caldwell's "Research Project".

the role playing behavior occurred and are interpreted as follows: WG, the work group; PG, the play group; and FC, the friendship clique. The persons or groups with whom the child was interacting in his role playing behavior are listed horizontally; the persons or groups listed are younger child (YC), older child (OC), peer of the same sex (P-SS), peer of the opposite sex (P-OS), same sex group (SG), heterosexual group (HxG), and heterogenous sex group (HgG).

Each case study record included in Caldwell's research project was analyzed and tabulated on the basis of the factors appearing on pages twenty-eight, twenty-nine and thirty of this study. Caldwell clipped these check sheets (plus the check sheets for social behavior and play patterns which are not a part of this study) together to form his complete tabulation analysis of each record. These tabulations of his are the source of data for this study. The case study records from which the tabulations were made are referred to in this study only to verify, or to clarify, or to illustrate some statement that seems to need additional consideration (see pages 45 - 57). Hereafter in this study where the term tabulation is used, it will refer to the assembled and grouped check sheets which Caldwell filled out for each of his case study records.

Limitation of the Data. This study uses as its source of data tabulations from data included in the anecdotal case study records of school children written by teachers participating in a child study program. Each case study record has one child for its subject and covers one school year in time. The material included in the records is drawn primarily from six sources:



1. Cumulative records: Practically all school systems have as a part of the permanent record of each child in attendance pertinent background information which is added to year after year. This background information often will include the following data about the child: age, grade, academic achievement, standard test results, school attendance, height and weight measurements, record of illnesses and immunizations, physical defects, and facts concerning the family and the family constellation.

2. Home visits and parent contacts: The techniques and skills involved in making home visits and in parent-teacher conferences serve as one of the discussion topics in the group meetings of teachers participating in a child study program. Teachers participating in the program are encouraged to make one or more home visits during the school year. From such visits and conferences, information may be obtained which is difficult to get from any other source, information pertaining to parental opinions, attitudes, values, and ambitions, and ways of handling the child.

3. Other teachers or other adults in the school: In utilizing this source of information, participants are cautioned against hearsay or invalidated statements and against an approach that might injure or jeopardize the child being studied. Usually this source of information is explored in the informal bi-monthly group meetings of the participants. In the sharing of information in the group, additional information about the child being studied is often obtained from members of the group who know the child or his family and who see him in situations different from those available to the recorder.

4. Life space of the child: Participants in a child study program are encouraged to visit the neighborhood in which the child lives so that

they may be able to see the physical and social environment in which the child lives and has his experiences. A suggestion of the impact a child's life space has upon him can sometimes be obtained by having the child describe the impressions he received on his way to and from school and by having him describe some of his week-end experiences.

5. Direct observation: A major portion of the case study record written by a teacher participating in a child study program consists of recorded observations of the child's behavior. Participants in a child study program are encouraged to observe the child in many varied situations and to record such observations specifically, objectively, and completely. The number of recorded observations varies from record to record; however, it is usually recommended that a minimum of three observations be recorded each week.

6. Creative expressions: Original poems, themes, essays, compositions, drawings, and paintings comprise this source of information about the child. These forms of creative expression may be based upon actual experience; they may be imaginative; they may be interpretations of the writing or drawing of others. It is usually suggested to the participants in the program that the creative expressions of the child be inserted in the case study record in the proper time context. Most of the participants in a child study program are not trained to make analyses in depth of such creative expressions, but much information concerning the child's interests and attitudes may be revealed to the participants untrained in projective techniques.

The above explanation suggests that the anecdotal case study records represent extensive and varied descriptions of the children in many different situations. They were not written for the purpose of supplying

data to be used in a statistical study of some specific aspect of behavior or development, and consequently may lack the sharpness and coverage that data gathered for a specific purpose might have. However, the general objective which served as the basis for the development of the records, that of observing and describing any behavior as a step toward a better understanding of children, seems to offer some validity for a statistical study in that there is less likelihood of bias toward a preconceived objective to guide the selection of the behavior to be described or to color the descriptions of the behaviors included in the record. The findings of this study are presented as limited conclusions in terms of the general and non-specific nature of the data used.

At the time Caldwell<sup>46/</sup> began his research project approximately ten

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<sup>46/</sup> Caldwell, Charles G., "Research Project".

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thousand case study records had been submitted to the Institute for Child Study of the University of Maryland by public school systems participating in a child study program. These case study records were written by teachers from school systems in Texas, the State of Maryland, the City of Baltimore, Atlantic City, New Jersey, Washington, D. C., and Louisiana. Caldwell included in his research project all the records in the files of the Institute which met the following conditions:

1. Grade level: Case study records of children (boys and girls, white and Negro) in the kindergarten, the second grade, the fourth grade, and the eighth grade were included in the research project.

2. Age distribution: In order to avoid any distortion due to excessive acceleration or retardation, the following age limitations for each grade were adopted for his research project: kindergarten, only

records of five-year-old children were used; second grade, only records of seven-and eight-year-old children were used; fourth grade, only records of nine-and ten-year-old children were used; and eighth grade, only records of thirteen-and fourteen-year-old children were used.

3. Year of the study: The child study program is an inservice training program which is designed to continue for three years. Since the first year of the program is designed to develop skills of objective observation and recording of data, and the second year of the program emphasizes the six area framework based upon the scientific principles underlying human growth and development, Caldwell <sup>47/</sup> assumed that the

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<sup>47/</sup> Charles G. Caldwell, "The Social Behavior of Children Studied by Teachers in a Child Study Program", Unpublished Doctor's Thesis, University of Chicago, August, 1951, p. 52.

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records developed by second and third year participants would be more objective and broader in scope than the records of first year participants. A pilot study of two hundred records made by Caldwell preceding his investigation tended to support this assumption. Mershon provided additional support for this assumption in terms of second year records when, as a result of her findings, she could state that second year records in general are more objective and wider in scope than first year records.<sup>48/</sup>

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<sup>48/</sup> Madelaine Mershon, "Change in Records Made by Teachers During Two Years in a Child Study Program", (Unpublished Doctor's Thesis, University of Chicago, August, 1950), p. 119 and pp. 176-185.

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In his research project, Caldwell used only case study records prepared by teachers in the second or third year of the program. Of the four thousand one hundred ten records analyzed by Caldwell, thirty-six per cent

(1,495 records) were second year records, and sixty-four per cent (2,615 records) were third year records.

There were no case study records of negro children in the kindergarten included in the ten thousand records available to Caldwell when he began his research project. Consequently, there are no tabulations from such records in the source of data for this study. Since this study has as one of its purposes that of comparing the factor of caste as related to the roles children play in their peer group, only tabulations from case study records of white and Negro boys and girls in the second, fourth, and eighth grades are included.

Since this study uses Caldwell's analysis tabulations as its source of data, the categories used in his tabulations, the instrument used in making his analyses, his tabulations, and his definition of terms are accepted for this study. Caldwell tested the objectivity of the instrument used in his analyses by having three trained judges in addition to himself to categorize independently a selected sample of the data. The mean percentage of agreement with himself for all judges and all categories was eighty-four percent.<sup>49/</sup>

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<sup>49/</sup> Ibid., pp. 58-62.

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## II

### METHOD OF SAMPLING AND GROUPING OF SAMPLES

This study uses only a selected sampling of Caldwell's tabulations from his four thousand one hundred ten records. Only tabulations from case study records of white and negro boys and girls of the second, fourth, and eighth grades are used in this study. As stated above, the family or home experience of the children is one of the factors to be investigated

in this study, and the family or home experience may be (1) no physical break in family membership, (2) a physical break in family membership, and (3) harmony in the home (see pages 54 - 57). The sampling procedure for this study is based upon these three types of family or home experience.

Three groupings of tabulations serve as the organizing framework for the sampling from the source of data for this study. These three groupings correspond to the types of family or home experience mentioned above and are referred to as (1) the no break group, (2) the break group, and (3) the harmony group (see Definition of Terms, pages 54 - 57). For each sex and caste of each grade included in the study, three groups of forty tabulations each were selected: forty in the no break group, forty in the break group, and forty in the harmony group. Table I, page 38, presents the plan for the grouping of the samples for this study.

One of the items checked for each case study record by Caldwell was called "shifts or breaks in family membership" (see item 17, page 28). This item was broken down into six parts so that the actual check for this item would indicate the nature of the physical break as revealed by the information contained in the case study record. The six parts of this category were: (1) none, (2) death of mother, (3) death of father, (4) mother absent from home, (5) father absent from home, and (6) child living with relatives or in an institution (item 17, page 28).

Another factor checked for each case study record by Caldwell was called "harmony in the home" (see item 18, page 28). This factor was broken into three parts: (1) no information, (2) some, and (3) considerable. A case study record checked as (1) under this category meant that the record contained no information pertaining to harmony in the home. The numbers (2) and (3) of this category represent an ascending continuum

TABLE I

## Plan for Grouping Tabulations

Grade	Sex	Caste	Number of Tabulations			Total
			Group 1 No Break	Group 2 Break	Group 3 Harmony	
2	Male	White	40	40	40	120
2	Female	White	40	40	40	120
2	Male	Negro	40	40	40	120
2	Female	Negro	40	40	40	120
4	Male	White	40	40	40	120
4	Female	White	36	36	36	108*
4	Male	Negro	40	40	40	120
4	Female	Negro	40	40	40	120
8	Male	White	40	40	40	120
8	Female	White	40	40	40	120
8	Male	Negro	40	40	40	120
8	Female	Negro	40	40	40	120
Total for each Group			476	476	476	1428

\* NOTE: For an explanation of thirty-six instead of forty tabulations for each group of white girls of the fourth grade see page 42.

in terms of harmony in the home. A case study record checked as (2) under this category meant that the record contained information which suggested some degree of warmth in the inter-personal family relationships. A case study record checked as (3) under this category meant that the record contained information which suggested a considerable degree of warmth in the inter-personal family relationships (see Definitions of Terms, pages fifty-four and fifty-five.)

In order for tabulations to meet the requirements of Group One (the no break group), it was necessary for them to be checked 17 (1) and 18 (1) on the check sheet reproduced on page twenty-eight of this study. Thus all tabulations of Group One (no break group) were from case study records which contained information indicating (1) that there had been no break in family membership and (2) that there was no evidence of warmth in the inter-personal family relationships.

In order for tabulations to meet the requirements of Group Two (the break group), it was necessary for them to be checked either (2), (3), (4), (5), or (6) under item 17, and checked 18 (1) on the check sheet reproduced on page twenty-eight of this study. Thus all tabulations of Group Two (break group) were from records which contained information indicating (1) that there had been a break in family membership and (2) that there was no evidence of warmth in the inter-personal family relationships.

In order for tabulations to meet the requirements of Group Three (the harmony group), it was necessary that they be checked 17 (1) and 18 (2) or 18 (3) on the check sheet reproduced on page twenty-eight of this study. Thus all tabulations of Group Three (harmony group) were from records which



contained information indicating (1) that there had been no break in family membership and (2) that there was evidence of a degree of warmth in the inter-personal family relationships. Most of the tabulations in this third group were checked 13 (2), indicating evidence in the records of moderate warmth in the inter-personal family relationships. There were no more than ten tabulations in the four hundred seventy-six records represented in Group Three that were checked 13 (3), indicating the highest level of warmth in inter-personal family relationships.

In summary, then, the sampling procedure of this study had for its aim that of setting up three groups of forty tabulations each for each sex and caste for each grade included in the study (see Table I, p. 38). Each group of forty tabulations must represent case study records that satisfied two conditions. Tabulations in Group One (no break group) must be from records that show (1) no break in family membership and (2) no evidence of warmth in inter-personal family relationships. Tabulations in Group Two (break group) must be from records that show (1) a break in family membership and (2) no evidence of warmth in inter-personal family relationships. Tabulations in Group Three (harmony group) must be from records that show (1) no break in family membership and (2) evidence of warmth in inter-personal family relationships. Tabulations from any case study records that failed to meet the requirements of either Group One, Group Two, or Group Three were excluded from this study.

Caldwell <sup>50/</sup> in his research project placed all the tabulations from

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<sup>50/</sup> Charles G. Caldwell, "Research Project".

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the records of children of the same grade, caste, sex, and geographical source in separate groups, regardless of the number of tabulations in any one group. For example, all the tabulations from the case study records of second grade white boys of Texas were placed together in one group. Similar groupings were made for each sex and caste of each grade of each geographical region.

The sampling for this study began with the second grade white boys. All of Caldwell's tabulations for white boys of the second grade from all geographical regions were divided into three groups. In one group were placed all tabulations of records which met the requirements of Group One of this study (no break group). In the second group were placed all tabulations of records which met the requirements of Group Two of this study (break group). In the third group were placed all tabulations of records which met the requirements of Group Three of this study (harmony group).

The total number of Caldwell's tabulations in each of the three groups (on basis of above separation) for white boys of the second grade was noted. The first tabulation of each group was selected. Thereafter a regular sequence of selections and omissions was followed so that the desired forty tabulations would have been chosen by the time the entire group had been gone through. For example, the total of Caldwell's tabulations of records meeting the requirements of Group One of this study might be one hundred twenty; beginning with the first tabulation, and thereafter every third tabulation, selections were made which would result in forty tabulations for Group One of this study for white boys of the second grade. The tabulations for other groupings of this study followed the same general procedure, except that consideration was made for equating other variable factors included in Caldwell's analysis of the records; these other variable factors are noted below.

Two factors which were checked for each record in Caldwell's analysis were geographical source and socio-economic class (see page 28). In order to avoid any weighting for any group of this study that might result from these factors of geographical source and socio-economic class, the sampling procedure for this study attempted to establish a fairly even distribution among the various tabulation groups on the basis of these two factors. Table II, pages 43 and 44, presents a detailed breakdown of each group of this study in terms of geographical source and socio-economic class. As indicated in Table II, negro case study records were available to Caldwell from only two geographical sources: (1) the State of Maryland and (2) Louisiana.

The sampling procedure for this study set out to establish three groups of forty tabulations each for each sex and caste of each grade included in the study (see page 38). This sampling objective was achieved for each sex and caste of each grade except for white girls of the fourth grade. It was found that the source of data for this study, Caldwell's tabulations of four thousand one hundred ten case study records, contained too few tabulations of records of white girls of the fourth grade to make possible the selection of forty tabulations for each of the three groups on the basis of the sampling procedure that had been adopted for this study. As a result, thirty-six tabulations were selected for each group for white girls of the fourth grade (see Table I, page 38). This study, then, used tabulations from one thousand four hundred twenty-eight case study records of the four thousand one hundred ten case study records analyzed and tabulated by Caldwell <sup>52/</sup> in his research project (see Table I, p.38).

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<sup>52/</sup> Ibid.

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TABLE II

## DISTRIBUTION OF RECORDS IN TERMS OF SOURCE AND SOCIO-ECONOMIC CLASS

## Explanation:

No Break: Tabulations indicate no evidence of a break in family membership.Break: Tabulations indicate evidence of a break in family membership.Harmony: Tabulations indicate evidence of a degree of warmth in family relationship.

Grade	Group		Source or Region							Socio-economic Class			
	Number	Nature	Texas	Maryland	Baltimore	Atlantic City	Washington	Louisiana	Total	Upper Middle	Lower Middle	Lower	Total
2	I	Boys White No Break	4	24	6	3	3	0	40	7	32	1	40
2	II	Boys White Break	6	19	8	4	3	0	40	4	35	1	40
2	III	Boys White Harmony	7	17	6	4	6	0	40	13	27	0	40
2		Boys White Total	17	60	20	11	12	0	120	24	94	2	120
2	I	Girls White No Break	5	19	9	4	3	0	40	11	15	14	40
2	II	Girls White Break	5	22	4	4	5	0	40	4	28	8	40
2	III	Girls White Harmony	5	19	5	7	4	0	40	15	20	5	40
2		Girls White Total	15	60	18	15	12	0	120	30	63	27	120
2	I	Boys Negro No Break	0	19	0	0	0	21	40	9	17	14	40
2	II	Boys Negro Break	0	19	0	0	0	21	40	13	17	10	40
2	III	Boys Negro Harmony	0	19	0	0	0	21	40	15	16	9	40
2		Boys Negro Total	0	57	0	0	0	63	120	37	50	33	120
2	I	Girls Negro No Break	0	20	0	0	0	20	40	15	15	10	40
2	II	Girls Negro Break	0	19	0	0	0	21	40	12	18	10	40
2	III	Girls Negro Harmony	0	16	0	0	0	24	40	24	9	7	40
2		Girls Negro Total	0	55	0	0	0	65	120	51	42	27	120

TABLE II (Continued)

Grade	Number	Group Nature	Source or Region							Socio-Economic Class			
			Texas	Maryland	Baltimore	Atlantic City	Washington	Louisiana	Total	Upper Middle	Lower Middle	Lower	Total
4	I	Boys White No Break	10	15	5	5	5	0	40	3	21	16	40
4	II	Boys White Break	10	15	5	5	5	0	40	3	21	16	40
4	III	Boys White Harmony	11	15	5	4	5	0	40	6	23	11	40
4		Boys White Total	31	45	15	14	15	0	120	12	65	43	120
4	I	Girls White No Break	9	14	5	4	4	0	36	4	16	16	36
4	II	Girls White Break	9	14	5	4	4	0	36	3	16	17	36
4	III	Girls White Harmony	9	15	4	4	4	0	36	8	15	13	36
4		Girls White Total	27	43	14	12	12	0	108	15	47	46	108
4	I	Boys Negro No Break	0	20	0	0	0	20	40	11	10	19	40
4	II	Boys Negro Break	0	20	0	0	0	20	40	11	10	19	40
4	III	Boys Negro Harmony	0	20	0	0	0	20	40	23	10	7	40
4		Boys Negro Total	0	60	0	0	0	60	120	45	30	45	120
4	I	Girls Negro No Break	0	16	0	0	0	24	40	8	19	13	40
4	II	Girls Negro Break	0	16	0	0	0	24	40	8	20	12	40
4	III	Girls Negro Harmony	0	16	0	0	0	24	40	26	12	2	40
4		Girls Negro Total	0	48	0	0	0	72	120	42	51	27	120
8	I	Boys White No Break	8	19	5	4	4	0	40	6	21	13	40
8	II	Boys White Break	8	19	5	4	4	0	40	6	21	13	40
8	III	Boys White Harmony	8	19	5	4	4	0	40	6	21	13	40
8		Boys White Total	24	57	15	12	12	0	120	18	63	39	120
8	I	Girls White No Break	8	19	5	4	4	0	40	9	22	9	40
8	II	Girls White Break	8	19	5	4	4	0	40	7	18	15	40
8	III	Girls White Harmony	8	19	5	4	4	0	40	9	23	8	40
8		Girls White Total	24	57	15	12	12	0	120	25	63	32	120

TABLE II (Continued)

Group			Source or Region							Socio-Economic Class			
Grade	Number	Nature	Texas	Maryland	Baltimore	Atlantic City	Washington	Louisiana	Total	Upper Middle	Lower Middle	Lower	Total
8	I	Boys Negro No Break	0	18	0	0	0	22	40	5	22	13	40
8	II	Boys Negro Break	0	18	0	0	0	22	40	5	25	10	40
8	III	Boys Negro Harmony	0	18	0	0	0	22	40	27	8	5	40
8		Boys Negro Total	0	54	0	0	0	66	120	37	55	28	120
8	I	Girls Negro No Break	0	18	0	0	0	22	40	9	22	9	40
8	II	Girls Negro Break	0	18	0	0	0	22	40	6	25	9	40
8	III	Girls Negro Harmony	0	18	0	0	0	22	40	23	8	9	40
8		Girls Negro Total	0	54	0	0	0	66	120	38	55	27	120

Before closing this discussion on "Method of Sampling and Grouping of Samples," one additional factor pertaining to the sampling for this study should be considered. Tabulations falling into Group Two (break group) of this study were checked by Caldwell either 17(2), 17(3), 17(4), 17(5), or 17(6) on the check sheet reproduced on page twenty-eight of this study. In the sampling process, no discrimination was made in terms of the nature or type of physical break in family membership; that is, all tabulations by Caldwell that has been checked either 17(2), death of father; 17(3), death of mother; 17(4), mother absent from home; 17(5), father absent from home; or 17(6), child living with relatives or in an institution, were placed in the group from which tabulations for Group Two of this study were selected. After sampling for Group Two for this study had been completed, an investigation was made to determine the frequency distribution of the types of family break for all Group Two's used. Table III, page 46, shows the result of this investigation. Table III shows that in the sampling process a fairly even distribution was achieved when the Group Two's were compared with each other, although the distribution within each Group Two was weighted toward items 17(5) and 17(6): father absent from home (5), and child living with relatives or in an institution (6).

### III

#### DEFINITION OF TERMS USED IN THE STUDY

Caldwell <sup>53/</sup> identified and defined eighteen types of role playing

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<sup>53/</sup> Charles G. Caldwell, "Research Project".

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TABLE III

Distribution as to Type of Family Break for Each Break Group

Grade	Break Group	Type of Physical Family Break				
		Death of Mother	Death of Father	Mother Absent from Home	Father Absent from Home	Child Living with Relative or in an Institution
2	Boys White	0	6	1	16	17
2	Girls White	1	4	1	22	12
2	Boys Negro	2	1	1	17	19
2	Girls Negro	1	2	0	14	23
Total	Grade 2	4	13	3	69	71
4	Boys White	3	6	1	18	12
4	Girls White	1	7	0	15	13
4	Boys Negro	0	0	0	20	20
4	Girls Negro	3	2	1	17	17
Total	Grade 4	7	15	2	70	62
8	Boys White	7	6	0	16	11
8	Girls White	3	8	2	20	7
8	Boys Negro	0	7	0	14	19
8	Girls Negro	0	7	0	25	8
Total	Grade 8	10	28	2	75	45
Total	All Grades	21	56	7	214	178
						476



behavior by children in the peer group. Since the tabulations made by Caldwell provided the source of data for this study, his definitions of the eighteen types of role playing behavior are used. In analyzing the case study records, Caldwell tabulated each description of role playing behavior in the peer group in accordance with the definitions he had formulated; he used three trained judges to verify the objectivity of the instrument used in his research project.

Caldwell's <sup>54/</sup> definitions of the eighteen types of role playing

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<sup>54/</sup> Ibid.

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behavior identified by him follow. In order to clarify each definition, this study investigated some of the case study records used in Caldwell's research to find illustrations of each role playing behavior. Following each definition, there is an anecdote copied from an original case study to illustrate the role defined.

Director: Child who directs and dominates activities of others; tells other children what to do and how to do it. Example:

"After Jane (fourth grade girl) finished her lunch, most of the others had finished also, she noticed quite a few crumbs that had been dropped - twenty pupils had brought their lunch. Jane got the broom and began sweeping, talking as she did: 'Jean move that bean board; you're not doing anything; and move the chairs out of the way. Joe, you take the chairs up front to the table.'

"When Jane had swept the dirt as far as the door, some of the boys were coming in to get a drink: 'For goodness sake, don't walk in the dirt; stay out or stay in. Nancy, come help me take up this dirt.'"

Bully: Child who secures compliance by threatening or intimidating others. Example:

"Nelson complained that Louis (Grade 4) was fighting on the playground and getting up a gang to start fights. When questioned about the disturbance, Louis said, 'I wasn't fighting or getting up gangs. I have made a list of people that are fun to play with. I have a list of some people you can't trust so I was just separating them into groups. It is more like a game.' "

Initiator: Child who initiates group activity; suggests new procedures; the idea man. Example:

"I asked Yvonne if she would see if the third grade had finished some work I had put on the board. She brought one paper to me and said, 'I have shown Richard how to make some capital letters on his paper. Was it all right to help him?' "

Clarifier: Child who clarifies group codes and purposes, explains and interprets. Example:

"The 'meatballs' which consists of only four members came in and asked me for a conference. I (teacher) granted them the conference. All four boys (eighth grade) came running in just a few minutes after the bell rang and took seats just in front of my desk. Stan rose from his seat and said, 'Mrs. S., we the 'meatballs' have decided to make you an honorary member of our club.' With that statement, he handed me a copy of their constitution. I looked at the other three boys, and they were grinning broadly at Stan. I accepted their decision without hesitation. Stan, then, began to explain to me the privileges of an honorary member."

Morale Builder: Child who reinforces confidence, supports ideas, sympathizes. Example:

"The junior class had sponsored an assembly program. The program was just over and everyone was busy collecting materials when M pushed himself into the crowded little room and stood looking around. When noticed, he was asked, 'What do you want M?' M replied, 'I just wanted to recommend (sic) you on your program.' "

Mediator: Child who resolves conflicts; impartially reconciles differences; arbitrates disputes. Example:

"During the planning period the children became engaged in a heated discussion about the next project for the group. Some of the children wanted to work on the industries and resources of the local community; others wanted to work on state and national resources. After several minutes of further discussion, with the comments becoming more pointed and sharp on the part of both sides, Ann (eighth grade) spoke up and said, 'Why can't we do both? Let's have one group working on the ways people make a living in (Name of town) and others working on the resources and industries of (Name of state).'

"After a brief discussion of Ann's suggestion, the group accepted it and began to make plans for each group."

Catalyzer: Child who stabilizes group through implicit behavior; welds group together without apparently doing anything. Example:

"Today the entire group seemed inattentive, restless, and difficult. They could not get started on anything, nor could they agree on anything to do. Finally, Ellen (fourth grade) said, 'Miss J., may I start a mural on the story of transportation?' Receiving an affirmative answer, Ellen began her work, and gradually one after another became interested in it until at least ten children were actively helping by giving suggestions, helping to draw, color, etc."

Sustainer: Child who emotionally identifies with leader; response is primarily emotional; group cause is secondary; serves to inflate ego of leader. Example:

"Joe (grade four) is about the best ball player in the room. Sometimes he seems to show that he knows he is the best ball player in the group. Today Joe had made one or two poor plays. Finally he tried to make second base of a batted ball and was called out. He seemed angry and argued about the umpire's decision; he threatened to quit playing. Sam, who is not a very good player, came to Joe's defense and said, 'If Joe quits, I quit too.' Neither played the remainder of the period."

Clown: One who provides humor; incites merriment; is tolerated and to some degree accepted by group because of wit. Example:

"Hugh had to go to music class again. He led the procession. As soon as he was far enough away from my (teacher's) door, he began to walk as fast as he could, stamping and looking back at the others. When about half-way down the hall, he fell sprawling to the floor."

Nurturer: One who "mothers" other children; aids and comforts them. Example:

"A safety patrolman from this room transferred to another school today, so an election was held to fill his place. Four boys were nominated and went out of the room while votes were to be counted. One boy was voted on, and then Ted (fourth grade) jumped up and said, 'Let's all vote for John. He thinks nobody likes him.' The next two names were voted on, then John, and he won by a large majority. Ted said, 'Oh boy, I want to see the look on his face when he comes in.'"

"John does not play with the other boys at recess but sits on the swings or wanders aimlessly about. He was practically overcome with surprise at winning the safety patrol election, went around beaming all day, and said at noon, 'I sure am glad I won the election.'"

Attendant: Child who shares confidence and secrets of leader; understands role of leader, an apprentice; follows constructively and cooperatively; has potentialities of leader, ambitions and alert. Example:

"I (teacher) met Randy in the hall this morning before school. He said, 'Good morning, Mr. S. May I have a confab with you after school this afternoon? I can't stay long or my folks will punish me.' He came in after school and told me this: 'After thinking it over, I think I had better not have the confab for it is against the rules of our club to ask advice of adults. I'll talk it over with the members of the club and maybe I'll talk to you later.'"

Imitator: Child who copies or imitates behavior of another; follows in a routine way; lacks initiative but is capable of persistent effort and sacrifice. Example:

"The children were jumping rope during play time. John (second grade) did not want to jump at first, and I (teacher) let him watch the others for awhile. Soon he said he would like to try. He did not manage very well. After several attempts, he jumped three times without missing. He was stiff and awkward, failing to jump when the rope was at his feet. He did try and seemed embarrassed when he missed.

"(Two weeks later) John can now jump rope very well. He seems happy about it. He told me he had been practicing at home."

Subverter: Child who desires leadership position; successfully stimulates general interest, but group cause is immaterial; is motivated by self-interest. Example:

"I sent Joe (fourth grade) to another room to carry a message. When he returned, the class was reading a story silently. He went to his seat, pulled out one book, put it on the floor with a bang, and pulled out another book, then looked around at the children. Finally, he pulled out his reader and put it on top of his desk with a loud bang, flipped the pages, looked around the room, flipped more pages; and when five or six children finally looked up at him, he began reading silently."

Rejecter: One who induces negative social responses in others; is denied relationship with members or participation in group activity.

Example:

"Bobby told me (teacher) that Howard marked on his paper. I asked Howard if he had marked Bobby's paper; he said, 'No ma'm, he marked on my paper, and I said I was going to tell you; then he made marks on his own paper and told you I did it.' Several children sitting near Howard and Bobby said, 'Howard is right; Bobby marked on both papers.' Bobby (second grade) seemed upset by the comment of the other children."

Fringer: One who induces, on occasion, limited positive or negative social responses in others; is on periphery of group. Example:

"During the valentine party at school, Robert seemed little interested in his valentines. He did not get many, and he got up often and wandered around looking at those of other children. Later, as we stood in line to go down to the cafeteria, one of the little girls passed Robert. He spoke out clearly, 'Rhoda, you have on a very pretty dress.' Rhoda looked at him in such amazement that he shuffled his feet and gave the boy in ahead of him a poke in the ribs. (Second grade)."

Isolate: One who produces no social response in others; is ignored by others; apparently non-existent; a spectator of group activity perhaps but unnoticed by group. Example:

"The children were on the playground and none chose Mary (grade four) for any of the games. During the period, Mary stood watching but didn't break into any of the games or take part in the fun.

"(A few days later) At noon it was too cold for the children to go outside. They wanted to play 'Dog and the Bone.' One of the boys asked to be leader. He was to ask a child to be the dog. Each time a child was to be chosen, the children would raise their hands frantically, hoping to be chosen. At the beginning of the game, Mary was waving her hand energetically; she would smile and stand up in order to be seen. Each time some child was chosen, but not Mary. About the same number of girls were chosen as boys. Toward the end of the period, Mary would rise to her feet but would lean against her desk with a languid expression. There was no smile, and she did not raise her hand. She seemed to have abandoned all hope of being chosen."

Scapegoat: One who unwarrantedly (sic) receives the blame of others; focus of aggressive energies of others; is used to drain off frustration either within or outside the group. Example:

"Today I saw Robert (grade four) chasing two boys around the room during lunch hour. I stopped the three of them; told them to sit down. When I asked the reason for such behavior, Robert was so angry that I could not understand his language. The other two boys were just smiling and said, 'We were just teasing Robert.' "

Dependent: One who seeks mothering, protection, sympathy, aid.

Example:

"We were preparing to leave school for our egg hunt. Roddy (second grade) came up to me and said with a heavy scowl on his face, 'I hope I find some eggs this year. Last year I went to an egg hunt and didn't find a one. My mother told me to look up on the roof. I looked and saw some, but I asked her how I was going to get them because I couldn't reach them.' As he told me this he wrung his hands. Roddy continued, 'My mother said I ought to be able to get them. While I was trying to figure out how, my cousin came along and jumped up and got the eggs. But he divided with me when my mother asked him to.' "

As stated earlier, the data for this study were organized into three groups for each sex and caste of each grade included in the study (see Table I, page 38). Each group of tabulations, except for white girls of the fourth grade, included tabulations from forty case study records; the three groups for white girls of the fourth grade included tabulations from thirty-six case study records each (see pages 38 and 42). The terms used to designate each of the three groups indicate the primary variable factor of each group. The names given to the three groups are: (1) Group One, "no break"; (2) Group Two, "break"; and (3) Group Three, "harmony". These terms will be used to designate the respective groups throughout the study and are interpreted as follows:

No break: "No break" refers to the group of tabulations for this study that are from case study records which indicate (1) no physical break in the membership of the child's family, and (2) no evidence concerning the degree of warmth of the inter-personal family relationships (see page 40). Only physical breaks in family membership were considered; psychological breaks were not considered. The no break groups represent

children who have not experienced a "broken home" caused by death of father or mother, or absence of father or mother, or child living with relatives or in an institution. In addition, the case study records of these children provide no information concerning the emotional climate of the home in terms of inter-personal family relationships. Wherever the term "no break" is used in this study, it will refer to the groups of tabulations whose case study records meet these two requirements.

Break: "Break" refers to the group of tabulations from case study records which indicate (1) a physical break in the membership of the child's family, and (2) no information concerning the degree of warmth of the inter-personal family relationships. Only physical breaks in family membership were considered; and the nature of the physical break may have been any one of the following: (1) death of mother; (2) death of father; (3) mother absent from home; (4) father absent from home; (5) child living with relatives or in an institution. The break groups represent children who have experienced a "broken home". In addition, the case study records of these children provide no information concerning the emotional climate of the home in terms of inter-personal family relationships. Wherever the term "break" is used in this study, it will refer to the groups of tabulations whose case study records meet these two requirements.

Harmony: "Harmony" refers to the group of tabulations from case study records which contained information indicating (1) a positive degree of warmth in inter-personal family relationships, and (2) no physical break in family membership. The harmony groups represent children who have not experienced a "broken home". In addition, the case study records of these children indicate experiences with family sharing, with members of the family doing things together, with members of the family



having common interests, and with "extended family" interests. The general "overallness" of the case study records as they revealed such interpersonal family relationships was the basis for placement in this category. Wherever the term "harmony" is used in this study, it will refer to the groups of tabulations whose case study records meet these two requirements (see page 40). A few brief and concise statements from two case study records falling in the harmony group are given to illustrate the basis for such categorization.

From the Case Study Record of Ray

"Ray said, 'Every day my father takes me out to Borden's and buys me ice cream.'

"Ray's daddy 'phoned home and told them all about the explosion that occurred in town.

"Ray and his daddy play ball in the yard at home.

"The family plays ping-pong in the home. Sometimes his mother and his daddy play. The family also plays croquet in the back yard at times.

"All the family went out to the channel for a boat ride together.

"All the family helped Ray's Grandma move. 'Nearly all my aunts, uncles and everyone was at my house this morning.'

"Ray's daddy came for him early to take him for an airplane ride.

"All the family went to a church party together.

"Ray said, 'Guess who brought me to school? My brother-in-law.' "

From the Case Study Record of Henry

"The parents had a party in the home. Henry participated.

"Henry's daddy came to school for him on a cold day.

"Henry's mother is at home when Henry comes from school in the afternoon.

"Henry went with his daddy in the country.

"Henry and his mother like to have a garden. Sometimes Henry's daddy helps in the garden.

"The parents took Henry to a neighboring city.

"Henry's mother prefers to have him at home to running wild,' even if he and his friends damage the house some.

"Henry's daddy came to school for him after school.

"Henry and his parents went to a neighboring town for several days.

"Henry's daddy came to school for him when Henry was ill.

"Henry talks about his parents and what the three of them do together.

"Henry likes to visit his grandparents with his parents.

## CHAPTER III

### ORGANIZATION AND TREATMENT OF DATA

This study set out to investigate the validity of certain hypotheses concerning the relationship between five factors and the roles children play in their peer group (see Chapter I, pages 15 - 22). These hypotheses are to be tested on the basis of data obtained from the case study records of children written by teachers participating in a child study program.

The method this study uses to test the validity of the hypotheses (to assess or determine association or relationship) is to develop contingency tables of role playing behaviors for the variable factors compared and to check the null hypothesis by use of Chi Square. When the value of Chi Square for any role is so large that chance factors alone can be responsible for it only five out of a hundred times, this study assumes that the variable factor is related to the role. This study, then, accepts a value of Chi Square equal to or greater than the .05 proportion as necessary to refute the null hypothesis.

An additional result is noted in considering the contingency tables. If the value of Chi Square for an individual is between the .05 and .10 proportions; and its frequency, therefore, is due to chance factors less than ten but more than five out of a hundred times. It is believed the use of the term "role sensitivity" is an aid in arriving at the relatively dynamic qualities of the various roles.

In order to develop contingency tables to be used in this study in making comparisons and in checking the null hypothesis, a frequency distribution table of role playing behavior is made for each group of each grade of the study. These frequency distribution tables are made by

referring to the check sheets which indicate the number and nature of descriptions of role playing behavior appearing in each record (see pages twenty-nine and thirty) and which are a part of the tabulations for each record. The information from these check sheets are transferred and grouped into a frequency distribution table of role playing behaviors for the group. Table IV, pages fifty-nine and sixty, is a composite table showing the frequency distribution of role playing behaviors for each group of each grade of the study.

In Table IV, pages fifty-nine and sixty, it is noted that the frequency for some role playing behaviors is small, in many instances less than five. Since it is not unusual to have the frequency of some roles less than ten, Yate's "correction for continuity" <sup>55/</sup> is used in arriving at the value of

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<sup>55/</sup> Snedecor, George W., Statistical Methods, The Iowa State College Press, Ames, Iowa, 1946, p. 193.

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Chi Square where the frequency for any role is less than ten.

As stated earlier ( pages 15 - 24, the five factors to be investigated in terms of their relationship to the roles children play in their peer group are (1) family or home experience, (2) sex, (3) caste, (4) situation in which role playing behavior occurs, and (5) age or grade placement (grades two, four, and eight). The first four of these factors operate within a school grade, and comparisons to test possible relationships of these factors to role playing behavior are made between groups of the same grade. The fifth factor is concerned with school grade placement and, therefore, involves cross-grade comparisons; these comparisons are considered in detail later (see pages seventy, seventy-one and seventy-two).

Ninety-six contingency tables for each grade were established to investigate the relation between the first four factors mentioned above and the roles children play in their peer group. These ninety-six contingency tables were

TABLE IV

## Distribution of Role Playing Behavior for Each Group of Each Grade

## Explanation of Columns:

Grade: grade two, four, or eight as indicated

Sex: M: boys; F: GirlsCaste: W: white; N: negroBasic Group: NB: "no break"; B: "break"; H: "harmony"

Grade	Sex	Caste	Basic Group	Role Playing Behaviors																	
				Director	Bully	Initiator	Clarifier	Morale Builder	Mediator	Catalyzer	Sustainer	Clown	Nurturer	Attendant	Imitator	Subverter	Rejectee	Flinger	Isolate	Scapegoat	Dependent
2	M	W	NB	8	3	1	0	1	1	0	0	6	0	8	17	2	4	15	6	0	17
2	M	W	B	7	4	5	0	0	0	1	0	3	0	11	30	1	5	17	3	0	12
2	M	W	H	16	1	2	0	1	0	2	2	4	0	18	23	3	3	17	0	0	6
2	F	W	NB	10	3	2	0	1	1	0	0	0	2	9	27	6	6	16	1	0	10
2	F	W	B	14	0	4	0	0	0	2	0	0	7	5	20	4	5	14	8	0	7
2	F	W	H	10	0	7	0	0	1	3	0	0	2	21	27	3	0	19	3	0	6
2	M	N	NB	5	7	1	0	0	2	0	0	1	1	9	35	10	1	5	0	0	7
2	M	N	B	6	2	4	1	0	0	0	0	0	0	5	36	7	6	9	0	0	6
2	M	N	H	14	3	6	0	0	0	0	0	0	0	10	31	5	0	9	0	0	8
2	F	N	NB	6	2	27	0	0	0	0	1	0	0	5	25	5	7	3	0	1	2
2	F	N	B	4	0	1	0	0	0	0	1	0	0	8	43	7	7	13	0	0	2
2	F	N	H	4	0	7	0	0	0	0	1	0	1	6	52	3	1	7	0	0	3
4	M	W	NB	4	3	3	0	0	1	0	0	4	0	13	28	5	5	12	1	0	12
4	M	W	B	5	1	3	0	1	1	0	1	4	0	14	38	3	1	13	2	0	12
4	M	W	H	6	0	7	2	3	1	0	0	3	0	20	31	4	2	10	0	0	3
4	F	W	NB	4	0	4	0	0	0	0	1	0	1	10	32	3	6	15	2	0	5
4	F	W	B	8	1	6	0	3	1	0	0	0	7	16	22	6	5	6	0	0	7
4	F	W	H	9	0	11	0	2	3	0	0	0	1	16	23	7	0	10	1	0	3
4	M	N	NB	3	3	3	0	1	0	0	0	0	0	11	33	7	7	4	0	0	10
4	M	N	B	3	3	12	0	4	0	0	0	0	0	4	22	8	5	13	0	0	10
4	M	N	H	4	0	9	0	2	0	0	0	0	0	12	42	6	0	6	0	0	6
4	F	N	NB	4	0	9	0	0	0	0	0	0	3	10	35	9	6	8	0	0	3
4	F	N	B	1	0	7	4	0	0	0	0	0	5	8	41	6	0	7	2	0	3
4	F	N	H	1	0	10	0	0	0	0	0	0	0	11	35	13	0	13	0	0	0



factor, or different aspects of the same factor. Table V pages sixty-two to sixty-five lists the ninety-six contingency tables used in making comparisons for each grade; the nine divisions of the ninety-six contingency tables are indicated in Table V, pages sixty-two to sixty-five.

Division I of the contingency tables includes twelve tables. The comparisons of this divisions are concerned with the factor of family or home experience of the children. In this division, each group of tabulations for each sex and caste of each grade (see pages sixty-two to sixty-five) is compared with the two other groups of tabulations for the same sex and caste of the same grade. For example, for white boys of the second grade, Group One (no break group) is compared with the Group Two (break group) and also with Group Three (harmony group); then Group Two (break group) is compared with Group Three (harmony group). Similar comparisons are made for each sex and caste of each grade included in the study. From the comparisons made in Division I of the contingency tables, the factor of family or home experience of the children is investigated as it relates to the roles children play in their peer group in all situations in terms of the hypotheses stated on pages fifteen to twenty-four.

Divisions II, III, IV, and V of the contingency tables are concerned with the family or home experience of the children as related to the roles they play in their peer group in specific situations. Divisions I is also concerned with the family or home experiences of the children as related to the roles they play in their peer group, but the consideration is a broad and general one and not confined to specific situations. In Divisions II, III, IV, and V, the family or home experiences of the children as related to role playing behavior in four situations in which the behavior occurred are investigated. The four situations are (1) work group, (2) play group, (3) same sex group, and (4) heterogenous sex group.

TABLE V

## CONTINGENCY TABLES FOR TESTING RELATIONSHIP

## Explanation of Columns:

Table No.: Each contingency numbered, the same for each grade.  
 Sex: M, boys; F, girls.  
 Caste: W, white; N, Negro; WN, white and Negro.  
 Variable Factors: Groups in which role playing is being compared.

Division I, Family or Home Experience in all Situations				
Table No.	Sex	Caste	Variable Factors	
I-1	M	W	Roles in "no break" group with roles in "break" group	
I-2	M	"	Roles in "no break" group with roles in "harmony" group	
I-3	M	W	Roles in "break" group with roles in "harmony" group	
I-4	F	"	Roles in "no break" group with roles in "break" group	
I-5	F	W	Roles in "no break" group with roles in "harmony" group	
I-6	F	W	Roles in "break" group with roles in "harmony" group	
I-7	M	N	Roles in "no break" group with roles in "break" group	
I-8	M	N	Roles in "no break" group with roles in "harmony" group	
I-9	M	N	Roles in "break" group with roles in "harmony" group	
I-10	F	N	Roles in "no break" group with roles in "break" group	
I-11	F	N	Roles in "no break" group with roles in "harmony" group	
I-12	F	N	Roles in "break" group with roles in "harmony" group	
Division II, Family or Home Experience Factor in Work Group Situation				
II-1	M	W	No break group and break group, WG situation	
II-2	M	W	No break group and harmony group, WG situation	
II-3	M	W	Break group and harmony group, WG situation	
II-4	F	W	No break group and break group, WG situation	
II-5	F	W	No break group and harmony group, WG situation	
II-6	F	W	Break group and harmony group, WG situation	
II-7	M	N	No break group and break group, WG situation	
II-8	M	N	No break group and harmony group, WG situation	
II-9	M	N	Break group and harmony group, WG situation	
II-10	F	N	No break group and break group, WG situation	
II-11	F	N	No break group and harmony group, WG situation	
II-12	F	N	Break group and harmony group, WG situation	



TABLE V (Continued)

Division III, Family or Home Experience Factor in Play Group Situation			
Table No.	Sex	Caste	Variable Factors
III-1	M	W	No break group and break group, PG situation
III-2	M	W	No break group and harmony group, PG situation
III-3	M	W	Break group and harmony group, PG situation
III-4	F	W	No break group and break group, PG situation
III-5	F	W	No break group and harmony group, PG situation
III-6	F	W	Break group and harmony group, PG situation
III-7	M	N	No break group and break group, PG situation
III-8	M	N	No break group and harmony group, PG situation
III-9	M	N	Break group and harmony group, PG situation
III-10	F	N	No break group and break group, PG situation
III-11	F	N	No break group and harmony group, PG situation
III-12	F	N	Break group and harmony group, PG situation
Division IV, Family or Home Experience Factor in Same Sex Group Situation			
IV-1	M	W	No break and break groups, same sex group
IV-2	M	W	No break and harmony groups, same sex group
IV-3	M	W	Break and harmony groups, same sex group
IV-4	F	W	No break and break groups, same sex group
IV-5	F	W	No break and harmony groups, same sex group
IV-6	F	W	Break and harmony groups, same sex group
IV-7	M	N	No break and break groups, same sex group
IV-8	M	N	No break and harmony groups, same sex group
IV-9	M	N	Break and harmony groups, same sex group
IV-10	F	N	No break and break groups, same sex group
IV-11	F	N	No break and harmony groups, same sex group
IV-12	F	N	Break and harmony groups, same sex group

TABLE V (Continued)

Division V, Family or Home Experience Factor in Heterogeneous Sex Group Situation			
Table No.	Sex	Caste	Variable Factors
V-1	M	W	No break and break groups, heterogeneous sex group
V-2	M	W	No break and harmony groups, heterogeneous sex group
V-3	M	W	Break and harmony groups, heterogeneous sex group
V-4	F	W	No break and break group, heterogeneous sex group
V-5	F	W	No break and harmony groups, heterogeneous sex group
V-6	F	W	Break and harmony groups, heterogeneous sex group
V-7	M	N	No break and break groups, heterogeneous sex group
V-8	M	N	No break and harmony groups, heterogeneous sex group
V-9	M	N	Break and harmony groups, heterogeneous sex group
V-10	F	N	No break and break groups, heterogeneous sex group
V-11	F	N	No break and harmony groups, heterogeneous sex group
V-12	F	N	Break and harmony groups, heterogeneous sex group
Division VI, Sex as a Factor			
VI-1	MF	W	Boys and girls - No break group, Group One
VI-2	MF	W	Boys and girls - Break group, Group Two
VI-3	MF	W	Boys and girls - Harmony group, Group Three
VI-4	MF	N	Boys and girls - No break group, Group One
VI-5	MF	N	Boys and girls - Break group, Group Two
VI-6	MF	N	Boys and girls - Harmony group, Group Three
Division VII, Caste as a Factor			
VII-1	M	WN	White and Negro boys, No break group, Group One
VII-2	M	WN	White and Negro boys, Break group, Group Two
VII-3	M	WN	White and Negro boys, Harmony group, Group Three
VII-4	F	WN	White and Negro girls, No break group, Group One
VII-5	F	WN	White and Negro girls, Break group, Group Two
VII-6	F	WN	White and Negro girls, Harmony group, Group Three

TABLE V (Continued)

Division VIII, Situation A - Work Group and Play Group			
Table No.	Sex	Caste	Variable Factors
VIII-1	M	W	WG and PG, No break group, Group One
VIII-2	M	W	WG and PG, Break group, Group Two
VIII-3	M	W	WG and PG, Harmony group, Group Three
VIII-4	F	W	WG and PG, No break group, Group One
VIII-5	F	W	WG and PG, Break group, Group Two
VIII-6	F	W	WG and PG, Harmony group, Group Three
VIII-7	M	N	WG and PG, No break group, Group One
VIII-8	M	N	WG and PG, Break group, Group Two
VIII-9	M	N	WG and PG, Harmony group, Group Three
VIII-10	F	N	WG and PG, No break group, Group One
VIII-11	F	N	WG and PG, Break group, Group Two
VIII-12	F	N	WG and PG, Harmony group, Group Three
Division IX, Situation B - Same Sex Group and Heterogeneous Sex Group			
IX-1	M	W	SG and HG, No break groups, Group One
IX-2	M	W	SG and HG, Break groups, Group Two
IX-3	M	W	SG and HG, Harmony groups, Group Three
IX-4	F	W	SG and HG, No break groups, Group One
IX-5	F	W	SG and HG, Break groups, Group Two
IX-6	F	W	SG and HG, Harmony groups, Group Three
IX-7	M	N	SG and HG, No break groups, Group One
IX-8	M	N	SG and HG, Break groups, Group Two
IX-9	M	N	SG and HG, Harmony groups, Group Three
IX-10	F	N	SG and HG, No break groups, Group One
IX-11	F	N	SG and HG, Break groups, Group Two
IX-12	F	N	SG and HG, Harmony groups, Group Three

Division II of the contingency tables consists of twelve tables and is concerned with the relation of the family or home experiences of the children to the roles they play in the work group situation. In this division, tabulations of the role playing behaviors that occurred in the work group situation for Group One (the no break group) are compared with the same tabulations for Group Two (the break group) and with the same tabulations for Group Three (the harmony group) for each sex and caste of each grade in the study. For example, in grade two, the role playing behaviors that occur in the work group situation for Group One of the white boys are compared with the role playing behaviors that occur in the work group situation for Group Two of the white boys; a similar comparison is made for Group One and Group Three, and one for Group Two and Group Three is made. In the same manner, three such comparisons are made for the white girls, for the Negro boys, and for the Negro girls of grade two. The same comparisons are made for each sex and caste for grades four and eight. From the comparisons made in Division II, the factor of family or home experience is investigated as it relates to the roles children play in the work group in light of the hypotheses stated on pages fifteen to twenty-four of this study.

The same procedure in making comparisons is followed in Divisions III, IV, and V of the contingency tables as that followed in Division II. Each Division consists of twelve tables, and each is concerned with the relation of the family or home experiences of the children to the roles they play in their peer group in a specific situation. Division III is concerned with the play group situation, and within the framework of this study investigates the family or home experience as a factor related to role playing in the play group on the basis of the hypotheses stated on

pages fifteen to twenty-four Division IV is concerned with the same sex group situation, and within the framework of this study investigates the factor of family or home experience as it relates to role playing in the same sex group in terms of the hypotheses stated on pages fifteen to twenty-four.

Division V is concerned with the heterogenous sex group situation, and within the framework of this study, investigates the factor of family or home experience as it relates to role playing in the heterogenous sex situation in terms of the hypotheses stated on pages fifteen to twenty-four.

Division VI of the contingency tables includes six tables and is concerned with the factor of sex of the children. In this division, tabulations for boys and girls of similar groups of each caste of each grade are compared. In grade two, for example, Group One (the no break group) for white boys is compared with Group One for white girls; Group Two (the break group) for white boys is compared with Group Two for white girls; and Group Three (the harmony group) for white boys is compared with Group Three for white girls. Similar comparisons are made for the Negro boys and girls of grade two. The same comparisons are made for white boys and girls and for Negro boys and girls of grades four and eight. From the comparisons made in Division VI of the contingency tables, the factor of sex is investigated as it relates to the roles children play in their peer group in terms of the hypotheses stated on pages fifteen to twenty-four, of this study.

Division VII of the contingency tables includes six tables and is concerned with the factor of caste (white and Negro) of the children. In this division, tabulations for white and Negro children of similar groups of each sex of each grade are compared. In grade two, for example, Group One (the break group) for white boys is compared with Group One for

Negro boys; Group Two (the break group) for white boys is compared with Group Two for Negro boys; and Group Three (the harmony group) for white boys is compared with Group Three for Negro boys. Similar comparisons are made for the white and Negro girls of grade two. The same caste comparisons are made for grades four and eight. From the comparisons made in Division VII of the contingency tables, the factor of caste is investigated as it relates to the roles children play in their peer group in terms of the hypotheses stated on pages fifteen to twenty-four.

Divisions VIII and IX of the contingency tables are concerned with the situation in which the role playing behavior occurred. The check sheets (pages 29 - 30) included in the tabulation for each record not only indicate the number and type of role playing behaviors described in the record, but also indicate the situations in which the role playing behavior occurred. Provision is made for each role playing behavior described in the record to be checked in terms of two situations. It is checked as occurring in either the work group, the play group, or the friendship clique; and it is also checked as occurring in either the same sex group or the heterogeneous sex group (other columns were included on the check sheets, but all checks were found to be in one or the other of the above). In terms of the work group, the play group, or the friendship clique, at least ninety per cent of the descriptions of role playing behavior are checked as occurring in either the work group or the play group. Since the play group and the friendship clique are interpreted to be more closely related to each other than either is to the work group, the few checks that appear in the friendship clique category are included with the play group for purposes of comparison.

Division VIII of the contingency tables includes twelve tables and is concerned with the situation in which the role playing behavior occurred as a possible factor related to the roles children play in their peer group. The situations compared in Division VIII of Table V are the work group situation and the play group situation. The role playing behaviors that occur in the work group situation for each group of each sex and caste of each grade are compared with the role playing behaviors that occur in the play group situation for the same group. For example, in the second grade, the role playing behaviors that occur in the work group situation for Group One (the no break group) of white boys are compared with the role playing behaviors that occur in the play group situation for Group One of white boys. In the same manner, the work group situation is compared with the play group situation for Group Two (the break group) and for Group Three (the harmony group) of white boys of the second grade. Similar situational comparisons are made for each sex and each caste of each grade included in the study. From the comparisons made in Division VIII of the contingency tables, the factor of situation (work group compared with play group) is investigated as it relates to the roles children play in their peer group in terms of the hypotheses stated on pages fifteen to twenty-four.

Division IX of the contingency tables includes twelve tables and is also concerned with the situation in which the role playing behavior occurred as a possible factor related to the roles children play in their peer group. The situations compared in Division IX of Table V are the same sex group situation and the heterogenous sex group situation. The role playing behaviors that occur in the same sex group situation for each group of each sex and caste of each grade are compared with the role

playing behaviors that occur in the heterogeneous sex group situation for the same grade. For example, in the second grade, the role playing behaviors that occur in the same sex group situation for Group One (the no break group) of white boys are compared with the role playing behaviors that occur in the heterogeneous sex group situation for Group One of white boys. In the same manner, the same sex group situation is compared with the heterogeneous sex group situation for Group Two (the break group) and for Group Three (the harmony group) of white boys of the second grade. Similar situational comparisons are made for each sex and caste of each grade included in the study. From the comparisons made in Division IX of the contingency tables, the factor of situation (same sex group compared with heterogeneous sex group) is investigated as it relates to the roles children play in their peer group in terms of the hypotheses stated on pages fifteen to twenty-four.

#### CROSS-GRADE COMPARISONS

The fifth hypothesis of this study states that "the age or school grade placement (grades two, four, and eight) of children is related to the roles they play in their peer group (see pages 15 - 24). Twelve contingency tables are set up to test this hypothesis. Since the hypothesis concerns school grade placement as the only factor to be investigated, the roles checked for all three tabulation groups for each sex and caste of each grade are combined to form the frequency distribution tables that comprise the twelve contingency tables that are used in answering the question: "Does the age or school grade placement of white and Negro boys and girls have any relation to the roles they play in their peer group for grades two, four and eight?."

To illustrate the procedure followed in developing the frequency distribution tables, from which the twelve contingency tables of Table VI are



TABLE VI

## CONTINGENCY TABLES FOR CROSS-GRADE COMPARISONS

Sex	Caste	Grades Compared
Boys	White	Grades 2 and 4 (all three tabulation groups included)
Boys	White	Grades 2 and 8 (all three tabulation groups included)
Boys	White	Grades 4 and 8 (all three tabulation groups included)
Girls	White	Grades 2 and 4 (all three tabulation groups included)
Girls	White	Grades 2 and 8 (all three tabulation groups included)
Girls	White	Grades 4 and 8 (all three tabulation groups included)
Boys	Negro	Grades 2 and 4 (all three tabulation groups included)
Boys	Negro	Grades 2 and 8 (all three tabulation groups included)
Boys	Negro	Grades 4 and 8 (all three tabulation groups included)
Girls	Negro	Grades 2 and 4 (all three tabulation groups included)
Girls	Negro	Grades 2 and 8 (all three tabulation groups included)
Girls	Negro	Grades 4 and 8 (all three tabulation groups included)

made, reference is made to Table IV, pages 59-60 . In Table IV are listed the role playing behaviors described in each of the three tabulation groups (Group One, Group Two, Group Three) for each sex and caste of each grade. The total descriptions of role playing behavior in the three tabulation groups for each sex and caste of each grade are used to form the frequency distributions used in the contingency tables of Table VI.

The contingency tables of Table VI are concerned with the comparison of the roles played in the peer group at one grade placement with the roles played in the peer group at the other grade placements of the study for each sex and caste. For example, the roles played in their peer group by all second grade white boys of the study are compared with the roles played in the peer group by all fourth and eighth white boys of the study, and the roles played in their peer group by all fourth grade white boys are compared with those played by all eighth grade white boys of the study. Thus, for white boys, the second grade is compared with the fourth grade, the second grade

with the eighth grade, and the fourth grade with the eighth grade; each grade of the study is compared with the other two grades of the study. Similar comparisons are made for white girls, Negro boys, and Negro girls. From the comparisons made in Table VI, the factor of age or grade level is investigated as it relates to the roles children play in their peer group in the light of the hypothesis stated on pages fifteen to twenty-four of this study.

## SECTION 3

### RESULTS OF COMPARISONS MADE AND INTERPRETIVE ANALYSIS

Ninety-six contingency tables for each age or grade level are investigated to test the relationship (on the basis of the hypotheses stated in Chapter I, pages 15 - 24 ) of (1) family or home experience, (2) sex, (3) caste, and (4) situation to the roles children play in their peer group in grades two, four, and eight. Twelve contingency tables are investigated to test the relationship of age or grade level to the roles children play in their peer group. Before presenting the results of the comparisons made in the contingency tables, the definitions of certain terms used in stating the results are offered:

Role significance: If the Chi Square value for an individual role of a table reveals a probability of .05 or less, the factor being tested is considered to be significantly related to the individual role. When such a result is observed, the individual role is said to show "role significance" in relation to that factor.

Role sensitivity: If the Chi Square value for an individual role of a table reveals a probability between .05 and .10, the role is considered to be sensitive to the factor being considered. When such a result is observed, the role is said to indicate "role sensitivity" to the factor.

Role relationship: Role relationship is a general term that is used to include both role significance and role sensitivity.

Role association: A role showing multiple role relationship in one of the nine divisions of the contingency tables may have its frequency consistently greater in one of the three types of family or home experience

("no break", "break", or "harmony"), or in one of the sexes, or in one of the castes, or in one of the situations, or in a higher or lower grade level. When such a result is observed, the role is said to show "positive role association" with the group. If in its multiple role relationships the frequency of the role is consistently less in the group, the role is said to show "negative role association" with the group.

## CHAPTER IV

### FAMILY OR HOME EXPERIENCE AS A FACTOR RELATED TO ROLE PLAYING

Divisions I, II, III, IV and V of the contingency tables (Table V, pages 62 - 65) are concerned with family or home experience as a factor related to the roles children play in their peer group in grades two, four, and eight. Family or home experience is defined in this study to include three types of experience which are indicated by the three groups: (1) "no break", (2) "break", and (3) "harmony" (see pages

Division I of the contingency tables is concerned with the family or home experience as a factor related to the roles children play in their peer group in all situations considered together. Divisions II, III, IV, and V of the contingency tables are concerned with the family or home experience as a factor related to role playing in four specific situations: II, in the work group; III, in the play group; IV, in the same sex group; and V, in the heterogeneous sex group.

The section which follows presents the summary of results of the comparisons made in investigating the family or home experience of children as a factor related to their role playing in all group situations considered together and in the specific situations of the work group, the play group, the same sex group, and the heterogeneous sex group. The statement of each result is followed by an interpretive analysis which attempts to relate the finding to the part of the theory or hypothesis to which it refers. The findings are numbered so that they agree with the specific hypothesis to which they relate as stated in Chapter 1, pages fifteen to twenty-four.

I. RESULTS OF COMPARISONS MADE IN DIVISIONS I, II, III, IV, and V and INTERPRETIVE ANALYSIS OF EACH FINDING.

The results of the comparisons made in the investigation of the family or home experience of children as a factor related to their role playing in all group situations considered together and in the specific situations of the work group, the play group, the same sex group, and the heterogeneous sex group may be summarized as follows:

1. The family or home experience of children does influence to a limited degree the roles they play in their peer group in all situations considered together and in the four specific situations of the work group, the play group, the same sex group, and the heterogeneous sex group as evidenced by the finding that: (a) of the one thousand six hundred fifty-four role comparisons made in the one hundred eighty contingency tables for Divisions I, II, III, IV, and V, only one hundred forty-five role relationships (eighty of role significance and sixty-five of role sensitivity) are observed; that is, of all role comparisons made involving the family or home experience as a related factor, only 8.7 per cent revealed role relationship: 4.8 per cent role significance and 3.9 per cent role sensitivity; and (b) the one hundred forty-six role relationships involve only thirteen of the eighteen roles considered in the study; some of the thirteen roles show both role significance and role sensitivity, and some of them show only one or the other; the thirteen roles showing role relationship are (the numbers in parentheses following the role indicate respectively the number of instance of role significance and role sensitivity for the role): Attendant (5-8), bully (0-1), dependent (11-10), director (0-4), fringer (7-4), imitator (10-9), initiator (11-5), isolate (6-0), morale builder (0-2), nurturer (2-4), rejectee (22-13), subverter (3-4), and sustainer (3-1). Table VII page 78 presents in detail the

role relationships observed in the comparisons made to investigate family or home experience as a factor related to role playing in all group situations considered together (Division I) and in the four specific situations of the work group (Division II), the play group (Division III), the same sex group (Division IV), and the heterogeneous sex group (Division V). The roles of attendant, dependent, fringer, imitator, isolate, morale builder, nurturer, rejectee, subverter, and sustainer account for 88.2 per cent of the role relationships observed; these roles suggest passive and non-aggressive participation in the group.

Interpretive analysis: First, since role playing (the process involved in the social interaction with one's peers) is a function of the self concept, additional factors in the complex of forces that have impact upon the development of the personality and self concept of the individual need to be explored in order to observe and interpret significant role playing relationships. If the behavior of children in their peer group is to be understood and explained, it is necessary to go further and deeper than any separate and discrete factors, such as family or home experience, to find reliable direct relationships, such as: (1) general physiological factors in terms of stature and functioning in the light of the cultural expectations and values, (2) the nature and extent of his past experiences in socialization in the light of the culture in which he now operates, and (3) the values of the family and the social pressures the family feels and transmits to the child, which may be outside and apart from the three types of family or home experience included in this study.

Second, the explanation for the greater sensitivity of certain roles to separate and discrete factors, such as family or home experience,

1

Roles	Division II - Work Group					
	Harmony		Break		No Break	
	$P$ .05 > .05 < .10	$P$ .05 > .05 < .10	$P$ .05 > .05 < .10	$P$ .05 > .05 < .10	$P$ .05 > .05 < .10	$P$ .05 > .05 < .10
Attendant						
Bully						
Dependent	5	1	2	2	3	1
Director						
Fringer						
Imitator						
Initiator	2	1	1	1	3	2
Isolate						
Morale Builder						
Nurturer	1		2		1	
Rejectee						
Subverter			1	1	1	1
Sustainer						



TABLE VII (Continued)

Roles	Division III - Play Group					
	Harmony		Break		No Break	
	$p$ .05 $>.05 < .10$		$p$ .05 $>.05 < .10$		$p$ .05 $>.05 < .10$	
Attendant	1	2	1	1		1
Bully						
Dependent						
Director		1				1
Fringer		1	2	2	2	1
Imitator	4	1	2	2	2	1
Initiator	1	1	1		2	1
Isolate	1		1		2	
Morale Builder		1				1
Nurturer						
Rejectee	7	4	4	3	5	1
Subverter						
Sustainer	1			1	1	1

Roles	Division IV - Same Sex Group					
	Harmony		Break		No Break	
	$p$ .05 $>.05 < .10$		$p$ .05 $>.05 < .10$		$p$ .05 $>.05 < .10$	
Attendant		1	2	2	2	1
Bully						
Dependent						
Director		1				1
Fringer	1	2	2	2	3	
Imitator	3	4	3	3	4	1
Initiator	1	1	1	1	2	
Isolate						
Morale Builder						
Nurturer						
Rejectee	4	1	3	2	3	1
Subverter						
Sustainer	1				1	

TABLE VII (Continued)

Roles	Division V - Heterogeneous Sex Group									Totals *-1		
	Harmony			Break			No Break			Role	Role	
	p			p						Sig.	Sens.	
	.05	>.05	<.10	.05	>.05	<.10	.05	>.05	<.10	p .05	p>.05	<.10
Attendant	1									5	8	
Bully					1			1		0	1	
Dependent	3		3	2	2		3	1		11	10	
Director			1		1					0	4	
Fringer				1			1			7	4	
Imitator					1			1		10	9	
Initiator	3		1	1	1		4			11	5	
Isolate	1			1			2			6	0	
Morale Builder										0	2	
Nurturer			2		3			1		2	4	
Rejectee	1		2		3		1	3		22	13	
Subverter			1	1	1		1	2		3	4	
Sustainer										3	1	
Totals										80	65	

\*-1 The totals in these columns represent the number of role relationships observed for each role. Since each role relationship involves two groups, the totals in these columns are one-half the sum of the horizontal columns.

Note: No role relationships are observed for the roles of catalyzer, clarifier, clown, mediator and scapegoat.

may be found in the nature of the roles. The roles of attendant, dependent, fringer, imitator, isolate, and rejectee, which are associated with peripheral group interaction and are rather passive and non-aggressive (either constructively or non-constructively), are more sensitive to family or home experience than the more active and aggressive roles. It may be that these roles which reveal greater sensitivity are less firmly fixed and represent a less stable organization of the self, and thus are more sensitive to the impact of separate and discrete factors, than the more active and aggressive roles, such as bully, director and clown.

Third, there is, of course, the possibility that the source and nature of the data of this study are so general and non-specific that they are inadequate in revealing necessary clues to establish direct and strong relationships. The case study records from which the data are taken may not provide a clear and sharp picture of the emotional climate within the home of the children, and thus the three types of family or home experience included in this study may fail to represent definite and distinct variables of family or home experiences. There is the additional possibility that the data may be inadequate in that a teacher's case record on a child, which covers a school year but which was not written to emphasize role playing, may not present the characteristic pattern of role playing for the child.

- a. Children of the "harmony" group are observed to play the roles of attendant (three times at level of significance and six at level of sensitivity) and imitator (seven times at level of significance and four at level of sensitivity) more than do the children of the other two groups. The hypothesis in Chapter I (l.a., page 17) stated that the "harmony" group would play the roles of director, clarifier, morale builder, catalyzer, and attendant more than the children of the other two groups, since these roles suggest confident and positive behavior as a reflection of a favorable balance of family or home experience.

- b. Children of the "harmony" group are observed to play the roles of dependent (nine of role significance and nine of role sensitivity), nurturer (one at level of significance and three at level of sensitivity), and rejectee (nineteen of role significance and ten of role sensitivity) less than the children of the other two groups. The hypothesis in Chapter I (1.b, page 18 ) stated that the "harmony group would play the roles of bully, clown, imitator, rejectee, isolate, scapegoat, and dependent less than the children of the other two groups, since these roles suggest passive and non-constructive participation in the group as a reflection of an unfavorable balance of family or home experience.

Interpretive analysis: The above results reveal that the findings for the roles of attendant, dependent, and rejectee are in agreement with the hypothesis as stated in Chapter I (1.a. and b., page 17-18). Thus the role of attendant, which is interpreted in the hypothesis to be a role that suggests confident and positive behavior as a reflection of a favorable balance of family or home experience, is observed to be played more by the children of the "harmony" group than by the children of the other two groups; and the roles of dependent and rejectee, which are interpreted in the hypothesis to be roles that suggest passive, non-constructive, and doubtful participation in the group as a reflection of an unfavorable balance of family or home experience, are observed to be played less by the children of the "harmony" group than by the children of the other two groups.

The findings reveal that the roles of imitator and nurturer do not show role association as had been anticipated for them in the hypothesis of Chapter I, pages 15-24 . The role of imitator is observed to be played more by the children of the "harmony" group than by the children of the other two groups. This finding is opposite to the hypothesis which stated that this role would be played more by the children of the "break" group. This suggests that children give meaning to and interpret the

role of imitator in a manner that is not in accord with that of the theory or hypothesis of this study. By associating the role of imitator with the "break" group, the hypothesis of Chapter I indicated that it represented fearful, thwarted, and non-constructive behavior as a reflection of an unfavorable balance of family or home experience; however, since children of the "harmony" group play this role more than the children of the other two groups, it may represent for children a degree of assurance and constructiveness that is best expressed in an unobtrusive and passive manner.

The role of nurturer is played less by the children of the "harmony" group than by the children of the other two groups; this was not anticipated in the hypothesis as stated in Chapter I, pages 15-24 . This result suggests that the role of nurturer is the reflection of the self concept that seeks opportunities to mother others as a means of compensating for the lack of a rich and warm emotional climate in the life experiences, and therefore represents fearful and thwarted participation as a reflection of an unfavorable balance of family or home experience.

The findings reveal that there is no role association with the "harmony" group for the roles of director, clarifier, morale builder, catalyzer, bully, clown, isolate, and scapegoat as had been anticipated in the hypothesis. Similar findings showing the absence of role association for some roles are observed for the "break" and "no break" groups. Since the explanation which attempts to interpret the absence of such role association is the same for all three types of family or home experience, it is presented following the report of the results for the "no break" group (page 88).

- c. Children of the "break" group are observed to play the roles of dependent (five at role significance level and seven at role sensitivity level) and nurturer (two at role significance level and four at role sensitivity level) more than the children of the other two groups. The hypothesis in Chapter I (l.c., page 18 ) stated that the "break" group would play the roles of bully, initiator, nurturer, isolate, scapegoat, and dependent more than the children of the other two groups, since these roles suggest fearful, thwarted, and non-constructive behavior as a reflection of an unfavorable balance of family or home experience.
- d. Children of the "break" group are observed to play the roles of initiator (four at level of significance and three at level of sensitivity) and subverter (three at level of significance and three at level of sensitivity) less than the children of the other two groups. The hypothesis in Chapter I (l.d., page 18 ) stated that the children of the "break" group would play the roles of director, clarifier, morale builder, mediator, catalyzer, sustainer, and initiator less than the children of the other two groups, since these roles suggest constructive participation in the group as a reflection of a favorable balance of family or home experience.

Interpretive analysis: These findings reveal that the roles of dependent, nurturer, and initiator are in agreement with the hypothesis as stated in Chapter I (l.c. and d, page 18 ). Thus the roles of dependent and nurturer, which are interpreted in the hypothesis to be roles that suggest fearful, thwarted, and non-constructive behavior as a reflection of an unfavorable balance of family or home experience, are observed to be played more by the children of the "break" group than by the children of the other two groups; and the role of initiator, which is interpreted in the hypothesis to a role that suggests constructive participation in the group as the reflection of a favorable balance of family or home experience, is observed to be played less by the children of the "break" group than by children of the other two groups.

It is observed from the results that the role of subverter is played less by the children of the "break" group than by the children of

the other two groups. Such role association, according to the theory and hypothesis of the study, suggests the social interaction of the self concept that has experienced a favorable balance of family or home experience. This appears to be contrary to the meaning and nature of the role as interpreted in the hypothesis where it is identified as a role that indicates an "in and outness" in terms of group participation (possibly an experimental behavior) as a reflection of a family or home experience that is not weighted heavily either favorably or unfavorably. Apparently the role of subverter needs to be re-examined in an attempt to arrive at a better understanding of the meaning of the role as interpreted by children. It may be that later findings in this study will partially clarify the meaning of the role on the basis of its use by children in their social interaction. It is possible, of course, that the role of subverter is interpreted by children as being somewhat "border-line" in terms of being constructive or non-constructive; that is, it may be a role that is not clearly and consistently defined in terms of constructive or non-constructive participation since it may represent the somewhat challenging reaction of the relatively assured self that is confronted with a difficult group situation, and it may also represent the disruptive and rebellious reaction of the doubtful self that has learned to attack and fight difficult group situations. Thus if the data are such that distinct variables in family or home experience are not established, such a "border-line" role might be hard to accurately associate with a specific group from the results of the treatment of the data.

The roles of bully, imitator, isolate, scapegoat, director, clarifier, morale builder, mediator, catalyzer, and sustainer are not

observed to show any role association with the "break" group as was indicated in the hypothesis of Chapter I (l.c. and d., page <sup>18</sup> ).

The role of initiator is discussed above in the analysis of the role associations observed for the "harmony" group. The other roles for which no role association with the "break" group is revealed will be considered when all roles showing no role association are discussed following the analysis of the findings for the "no break" group.

- e. Children of the "no break" group are observed to play the roles of rejectee (fourteen at role significance level and six at role sensitivity level) and subverter (three at role significance level and three at role sensitivity level) more than the children of the other two groups. The hypothesis in Chapter I (l.e., page <sup>18</sup>) stated that the "no break" group would play the roles of initiator, rejectee, subverter, and sustainer more than the children of the other two groups, since these roles suggest an "in and outness" in terms of group participation (possibly an experimental behavior) as a reflection of a family or home experience that is not weighted heavily either favorably or unfavorably.
- f. In the comparisons involving the "no break" with the "harmony" group, or with the "break" group, the children of the "no break" group are not observed to play any roles consistently less than the children of the other two groups. The hypothesis in Chapter I (l.f., page <sup>18</sup>) stated that the children of the "no break" group would play the roles of director, clarifier, morale builder, mediator, catalyzer, and isolate less than the children of the other two groups, since these roles suggest either strong constructive participation or disruptive non-constructive participation in the group.

Interpretive analysis: These findings reveal that the roles of rejectee and subverter are in agreement with the hypothesis as stated in Chapter I (l.c. and f., page <sup>18</sup>). The role of rejectee, which is interpreted in the hypothesis to be a role that suggests an "in and outness" in terms of group participation (possibly an experimental behavior) as a reflection of a family or home experience that is not weighted heavily either favorably or unfavorably, is observed to be played more by the



children of the "no break" group than by children of the other two groups. For example, there may be the self that has experienced some belonging with its advantages and rewards but has been unable to consistently remain "in" the group because his life experiences have failed to provide the skills necessary for continued and approved participation in social interaction. Thus the self moves into the dynamics of the group interaction because there is an awareness of the rewards that accrue from being "in", but because of ignorance, lack of skill, or confidence the participation of the self leads to expulsion and to being "out" with the group.

The role of subverter in these findings is in agreement with the hypothesis also, and on the basis of these results should be interpreted as the role of rejectee is interpreted. However, in the findings for the "break" group where the role of subverter is observed to be played less by the children of the "break" group, another interpretation is suggested for this role. This apparent inconsistency for the role of subverter lends support to the interpretation offered above: that is, this role may be identified by children as a "border-line" role in terms of being constructive or non-constructive and thus may be revealed in inconsistent relationships in terms of the framework of this study.

The role of initiator, as construed in the theory and hypothesis of the study, was interpreted to be a role that is somewhat experimental in nature. Thus it was stated in the hypothesis that the role of initiator would be played more by the children of the "no break" group, and less by the children of the "break" group, than by the children of the other two groups. The findings support the hypothesis in its anticipated association with the "break" group but offer no support for its anticipated

association with the "no break" group. This indicates that the hypothesis might have been in error in giving such an indefinite interpretation of the role and that the role should have been interpreted as being more closely allied with positive and constructive behavior. It may be that later findings of the study will clarify the nature and meaning of this role.

No roles are observed to be played consistently less by the children of the "no break" group than by the children of the other two groups. The hypothesis (Chapter I, l.f., page<sup>18</sup>) listed the roles of director, clarifier, morale builder, mediator, catalyzer, and isolate as being played less by the "no break" group, since these roles suggest either strong constructive participation or disruptive non-constructive participation in the group. The explanation for this finding, which does not agree with the hypothesis; is not too clear at the present time. It is possible that the children of the "no break" group reflect their background of family or home experience, which was assumed not to be weighted heavily either favorably or unfavorably, by playing certain roles, such as rejectee and subverter, extensively but do not avoid playing any roles to a marked degree. It is possible, of course, that the data do not provide sufficient information, quantitatively or qualitatively, concerning the family or home experience of the children for separate and distinct variables of this factor to be established; the "no break" group, being the in-between category, likely would be the less clearly defined than the other two groups as a result of such inadequacy in the data.

In the findings reported above, no role association with any of the three groups ("harmony", "break", "no break") is observed for the roles

of director, bully, catalyzer, clarifier, clown, fringer, isolate, morale builder, mediator, scapegoat, or sustainer. The absence of any role association for these roles in the results of the comparisons made in Divisions I, II, III, IV, and V may be due to:

First, the roles, as interpreted by the children who play them, may not be so sharply identified in terms of "black and white" in group interaction as was supposed in the statement of the hypothesis and thus are not to be associated definitely with any particular type of family or home experience as represented by the "no break", "break", and "harmony" groups.

Second, the attempt to group or divide the roles in terms of their association with one of the types of family or home experience included in the study may be too limited in that some of the roles may reflect the effort of the self to satisfy some need that is not directly related to family or home experience as defined in the study, such as, a desire to compensate for a physical deficiency or limitation, or a desire to overcome or cover-up some limitation in socialization experiences, or the reaction of the self that has experienced over-protection (a type of family or home experience not included in this study).

Third, there is again the possibility, as discussed on pages <sup>eighty</sup> and eighty - one that the data are inadequate in providing clear and definite distinctions between the three types of family or home experience, which means that there are no distinct variables in terms of this factor whereby satisfactory clues can be discovered pertaining to certain roles that may be more subtle in nature; such as, morale builder, sustainer, catalyzer, clarifier, and mediator.

## II. SUMMARY.

The results of the comparisons made in Division I, II, III, IV, and V of the contingency tables to investigate the family or home experience as a factor related to role playing (in grades two, four, and eight) in all group situations considered together and in the four specific situations of the work group, the play group, the same sex group, and the heterogeneous sex group may be summarized as follows:

1. The family or home experience of children does influence to a limited degree the roles they play in their peer group in all group situations considered together and in the specific situations of the work group, the play group, the same sex group, and the heterogeneous sex group.
  - a. Children from homes evidencing "harmony" play the roles of attendant and imitator more than the children of the other two groups.
  - b. Children from homes evidencing "harmony" play the roles of dependent, nurturer, and rejectee less than children of the other two groups.
  - c. Children from homes evidencing "break" play the roles of dependent and nurturer more than the children of the other two groups.
  - d. Children from homes evidencing "break" play the roles of initiator and subverter less than children of the other two groups.
  - e. Children from homes evidencing "no break" play the roles of rejectee and subverter more than children of the other two groups.
  - f. Children from homes evidencing "no break" do not play any roles consistently less than the children of the other two groups.

## CHAPTER V

### SEX AND CASTE AS FACTORS RELATED TO THE ROLES CHILDREN PLAY IN THEIR PEER GROUP

#### I. SEX AS A FACTOR RELATED TO THE ROLES CHILDREN PLAY IN THEIR PEER GROUP.

Division VI of the contingency tables (Table V, pages <sup>62-65</sup>) is concerned with sex as a factor related to the roles children play in their peer group in grades two, four, and eight. Six tables of comparison are developed for each grade: Table 1 compares the roles of the white boys of the "no break" group with the roles of the white girls of the "no break" group; Table 2 compares the roles of the white boys of the "break" group with the roles of the white girls of the "break" group; Table 3 compares the roles of white boys of the "harmony" group with the roles of white girls of the "harmony" group; Tables 4, 5, and 6 make the same comparisons for Negro boys and girls.

The results of the comparisons made to investigate sex as a factor related to role playing are summarized below and are numbered the same as the specific hypothesis to which they refer as stated in Chapter I, pages <sup>15-24</sup>. The statement of each finding is followed by an interpretive analysis which attempts to relate the finding to the theory and hypothesis of the study.

2. The sex of children does influence to a limited degree the roles they play in their peer group in grades two, four, and eight as evidenced by the finding that: (a) of the two hundred twenty-one role comparisons made to investigate sex as a factor related to role playing, only twenty-three role relationships (fourteen of role significance and nine of role sensitivity) are observed; that is, of all role comparisons

made involving sex as a related factor, only 10.4 per cent revealed role relationship: 6.3 per cent role significance and 4.1 per cent role sensitivity; and (b) the twenty-three role relationships involve only nine of the eighteen roles considered in the study; the nine roles showing role relationship are (the numbers in parenthesis following the role indicate respectively the number of instances of role significance and role sensitivity for the role): clown (2-0), dependent (3-2), director (1-0), imitator (3-1), initiator (2-1), isolate (0-1), nurturer (1-2), rejectee (1-2), and subverter (1-0). Table VII,<sup>I</sup> page 94, presents in detail the relationships observed in the comparisons made to investigate sex as a factor related to role playing. The roles of dependent, imitator, isolate, nurturer, rejectee, and subverter account for twenty, or 87.3 per cent, of the role relationships revealed; these roles suggest passive and non-aggressive participation in the group.

Interpretive analysis: The explanation for the limited influence of sex on role playing as revealed in the findings, on the basis of the small number of role relationships observed and the relatively few roles involved, is the same as that offered concerning the similar result for family or home experience as a related factor (Chapter IV, page 77): that is, since role playing (the process involved in the social interaction with one's peers) is a function of the self concept, additional factors in the complex of forces that impinge upon the development of the personality and self concept of the individual need to be explored in order to observe and interpret significant role playing relationships.

It is revealed that certain roles appear to be more sensitive than others to sex as a factor related to role playing. A similar observation is noted in the earlier investigation of family or home experience as a

related factor. Again, it appears that the explanation of this greater sensitivity of certain roles to separate and discrete factors, such as sex or family or home experience may be found in the nature of roles. With the exception of the role of initiator, the roles of dependent, initiator, nurturer, and rejectee, which are associated with peripheral group interaction and are rather passive and non-aggressive, are more sensitive to sex as a related factor. As stated in Chapter IV, page <sup>77</sup>, these roles which reveal greater sensitivity may be less firmly fixed and represent a less stable organization of the self, and thus are more responsive to the impact of separate and discrete factors, than the more active and aggressive roles of clown and director. The role of initiator seems to contradict such an explanation at first. However, a closer examination of the role suggests that it may be more experimental and less assured than the role of director, with which it seems closely allied, in that the role of initiator does not suggest a carrying through of a leadership role. It suggests more of "let's do this" which is fine if accepted by the group but a withdrawal if not accepted; thus the role may be somewhat of a peripheral group participation role and therefore susceptible to the impact of separate and discrete factors, such as sex.

There is the additional possibility, also mentioned in Chapter IV, that the data may be inadequate in that a teacher's case record of a child, which covers a school year, but which was not written to emphasize role playing, may not present the characteristic pattern of role playing of the child.

- a. Boys are observed to play the roles of clown (twice at level of significance), dependent (three times at level of significance and twice at level of sensitivity), and rejectee (once at level of significance and twice at level of sensitivity) more than girls.

TABLE VII

Chi Square p Values Showing Level of Significance of Effect of Sex  
For Roles Children Play in Peer Groups

Roles	Home Experience Groups						Totals	
	Harmony		Break		No Break		Total Signifi- cance p .05	Total Sensi- tivity p .05
	.05	>.05 <.10	.05	>.05 <.10	.05	>.05 <.10		
Clown			1		1		2	
Dependent	2		1	2			3	2
Director	1						1	
Imitator	2		1			1	3	1
Initiator		1	1		1		2	1
Isolate						1		1
Nurturer			1	2			1	2
Rejectee	1			1			1	2
Subverter			1				1	
Totals	6	1	6	5	2	3	14	9

NOTE: No role relationships are observed for the roles of attendant, bully, catalyzer, clarifier, fringer, mediator, morale builder, scapegoat and sustainer.



- b. Girls are observed to play the roles of imitator (three times at level of significance and once at level of sensitivity), initiator (twice at level of significance and once at level of sensitivity), and nurturer (once at level of significance and twice at level of sensitivity) more than boys.

Interpretive analysis: The above results reveal that the findings for the roles of clown and nurturer are in agreement with the hypothesis<sup>19</sup> as stated in Chapter I (2.a. and b., page ). Thus the role of clown, which is interpreted in the hypothesis to be a role that suggests aggressiveness (often of a physical nature) is observed to be played more by boys; and the role of nurturer, which is interpreted in the hypothesis to be a role that does not suggest aggressiveness of a physical nature, is played more by girls.

The role of bully, which was anticipated by the hypothesis to be played more by boys, is not observed to show any role relationship in the sex comparisons, and therefore no role association for the role is revealed. A check of the table which shows the frequency distribution<sup>IV</sup> of the roles for each group of each sex, caste, and grade (Table ,  
59-60  
pages ) reveals that boys play the role of bully consistently more than girls, with only one or two exceptions; however, in contingency tables dealing with sex as the variable, the differences in frequency of the role for boys and girls was not large enough to be statistically evident either at the level of significance or at the level of sensitivity.

The association of the role of clown (and to a less degree the role of bully) with boys and the association of the role of nurturer with girls may be interpreted as reflections of the differences in the sex-role demands in our culture. The roles of bully and clown suggest a degree of overt behavior that has been associated historically and fictionally

with the male role in our highly competitive culture. The role of nurturer suggests passive and non-aggressive behavior of a protective and helpful nature which is in accord with the traditional female role in our culture.

The role of subverter, which was anticipated by the hypothesis to be played more by girls, shows one instance of role significance, and the girls play the role more than boys. However, the role is not stated to show this role association in the above summary of findings, since only one instance of such role association is considered insufficient evidence for a summary statement. A check of the frequency distribution table of the roles played by each group (Table IV, pages 59-60) reveals that the girls do not play the role of subverter more than boys with the consistency that the hypothesis anticipated. This suggests, as indicated in Chapter IV, pages 87 and 88, that the role of subverter needs to be re-examined in an attempt to arrive at a better understanding of the meaning of the role as interpreted by children. The data of this study do not provide evidence to warrant the assumption that it is a girl's role.

The role of sustainer, which the hypothesis assumed would be played more by girls, is observed to show no role relationships in the sex comparisons, and therefore shows no role association. The frequency distribution table of roles played by each group (Table IV, pages 59-60) reveals that the girls do not play the role of sustainer more than boys with the consistency that the hypothesis suggested. However, the number of descriptions of this role appearing in the case records, as indicated by the tabulation sheets, is so few that no generalization can be made concerning it. The role of sustainer may be one of the more subtle roles that is not given adequate consideration in a teacher's case record of a

child which covers a school year but which was not written to emphasize role playing.

The results of the sex comparisons show that the roles of rejectee and dependent are played more by boys, and the roles of initiator and imitator are played more by the girls. The hypothesis (Chapter I, 2.a. and b., page<sup>19</sup> ) did not anticipate such role associations. The explanation for these findings are not apparent at the present time. It may be that the hypothesis was too narrow in its approach in establishing the distinctions between the sexes on the basis of degree of physical aggressiveness. The roles of dependent and imitator suggest non-constructive and somewhat submissive participation; but why boys seeing themselves operate as boys in the group situation should play the role of dependent more, and girls seeing themselves operate as girls should play the role of imitator more, is not clear. This suggests the need to examine, in greater detail and sharpness, these roles as identified and interpreted by children as sex roles.

A similar difficulty exists in trying to explain why the role of rejectee is played more by boys, and why the role of initiator is played more by girls. Each role has been interpreted in the hypothesis to be somewhat experimental in nature, but the explanation for the sex association of each is not apparent. The role of initiator was considered to represent more constructive participation than the role of rejectee, but neither was assumed to have any sex association. It may be that the female peer group operates in such a way that the dynamics of group interaction provides for little opportunity for the role of rejectee to be played, and thus members of the group would feel freer to experiment with the role of initiator in the knowledge that their exclusion from the group because

of such an experiment was unlikely. It is possible, of course, that some value judgement was given each role on the basis of the connotation of its name, and thus the meaning of each as interpreted by children was obscured. It may be that later findings of the study will partially clarify and identify these roles. The same suggestion applies for the roles of initiator and rejectee as for imitator and dependent: the need for further study in detail and sharpness so that the roles can be better understood in terms of the way children see and define them as sex roles.

Finally, the few instances of role significance and role sensitivity for the roles discussed above limit the validity of the findings as the basis upon which generalizations can be made. However, the above findings are suggestive of the need for further studies of sex associated roles, and they may be suggestive of the direction such studies might follow.

## II. CASTE AS A FACTOR RELATED TO THE ROLES CHILDREN PLAY IN THEIR PEER GROUP.

Division VII of the contingency tables (Table V, pages <sup>62-65</sup>) is concerned with caste as a factor related to the roles children play in their peer group in grades two, four, and eight. Six tables of comparison are developed for each grade: Table 1 compares the roles played by white and Negro boys of the "no break" group; Table 2 compares the roles played by white and Negro boys of the "break" group; Table 3 compares the roles played by white and Negro boys of the "harmony" group; Tables 4, 5, and 6 make the same comparisons for white and Negro girls.

The results of the comparisons made to investigate caste as a factor related to role playing are summarized below and are numbered the same as the specific hypothesis to which they refer as stated in Chapter I,

pages <sup>15-24</sup>. The statement of each finding is followed by an interpretive analysis which relates the findings to the theory and hypothesis of the study.

3. The caste of children does influence to a limited degree the roles they play in their peer group in grades two, four, and eight as evidenced by the finding that: (a) of the two hundred twenty-two role comparisons made to investigate caste as a factor related to role playing, only thirty-one role relationships (nineteen of role significance and twelve of role sensitivity) are observed; that is, of all role comparisons made involving caste as a variable factor, only fourteen per cent revealed role relationship: 8.6 per cent role significance and 5.4 per cent role sensitivity; and (b) the thirty-one role relationships involve only twelve of the eighteen roles considered in the study; the twelve roles are (the numbers in parenthesis following the role indicate respectively the number of instances of role significance and role sensitivity for the role): attendant (3-1), bully (1-0), dependent (1-2), director (1-2), fringer (0-3), imitator (4-0), initiator (3-0), isolate (1-1), nurturer (1-0), rejectee (0-2), subverter (4-0), and sustainer (0-1). Table <sup>IX</sup>, page <sup>100</sup>, presents in detail the relationships observed in the comparisons made to investigate caste as a factor related to role playing. The roles of attendant, dependent, fringer, imitator, isolate, nurturer, rejectee, subverter, and sustainer, which suggest passive and non-aggressive participation, account for 77.4 per cent of the role relationships observed.

Interpretive analysis: The explanation for the limited influence of caste on role playing as revealed in the findings (on the basis of the small number of role relationships observed and the relatively few

TABLE IX

CHI SQUARE p VALUES SHOWING LEVEL OF SIGNIFICANCE OF EFFECT OF CASTE  
FOR ROLES CHILDREN PLAY IN THEIR PEER GROUPS

Roles	Family Experience Groups						Totals	
	Harmony		Break		No Break		Role Significance p .05	Role Sensitivity >.05<.10
	.05	>.05 <.10	.05	>.05 <.10	.05	>.05 <.10		
Attendant	1		2	1			3	1
Bully			1				1	
Dependent	1					2	1	2
Director			1	1		1	1	2
Fringer		1				2		3
Imitator	1		2		1		4	
Initiator	1		1		1		3	
Isolate				1	1		1	1
Nurturer			3				1	
Rejecter				1		1		2
Scapegoat								
Subverter			2		2		4	
Sustainer						1		1
Totals	4	1	10	4	5	7	19	12

Note: No role relationships are observed for the  
roles of catalyzer, clarifier, clown, mediator  
and morale builder.

roles involved) appears to be the same as that offered heretofore for such findings (page<sup>92</sup> and page<sup>93</sup>): that is, since role playing (the process involved in the social interaction with one's peers) is a function of the self concept, additional factors in the complex of forces that impinge upon the development of the personality and self concept of the individual must be explored in the context of their interrelatedness in order to observe and interpret significant role playing relationships.

The findings pertaining to caste as a factor related to role playing in terms of the roles which are observed to be influenced by the factor are similar to those observed for the factors of family or home experience and sex: that is, the roles which are observed to be sensitive to the factor of caste are roles that suggest passive and non-aggressive participation in the group or peripheral group interaction. The only roles that show role relationship but which do not fall into this category are the roles of bully (1-0), director (1-2), and initiator (3-0). The same explanation for a comparable finding concerning the factor of family or home experience and also concerning the factor of sex (pages<sup>92</sup>, and<sup>93</sup>) appears to be applicable for caste as a factor: certain roles, since they appear to be sensitive to separate and discrete factors, may be less firmly fixed and represent a less stable organization of the self than other roles which show little or any sensitivity to separate and discrete factors. The role of initiator again is observed to be an exception to such an interpretation; in the caste comparisons the role of director also is an exception. The two roles, director and initiator, appear to show more relationship to the variables considered than any of the other roles which indicate active participation in the group, or which appear to be more firmly anchored in the self processes.

It may be that in our competitive culture where leadership is stressed that these roles represent both the participation of the assured and stable self and also the reflection of the less assured and less stable self that is seeking to measure up to the cultural values placed on leadership roles.

- a. Negro children play the roles of imitator (four times at level of significance) and subverts (three times at level of significance) more than white children.
- b. White children play the roles of fringer (three times at level of sensitivity), isolate (one time at level of significance and one time at level of sensitivity), and director (one time at level of significance and twice at level of sensitivity) more than Negro children.

Interpretive analysis: The results for the association of the roles of imitator and subverter with Negro children and the role of director with white children agree with the hypothesis as stated in Chapter I (3.a. and b., pages 20-21). Thus the roles of imitator and subverter, which are interpreted in the hypothesis to be roles suggesting a strong degree of aggressiveness or submissiveness, are played more by Negro children. The association of the end roles in the continuum based on aggressiveness and submissiveness with the Negro children may be the resultant of their early life experience, which is often characterized by a psychological break with parents and other close adults, that leaves them on their own to find outlet and satisfaction for their needs in interpersonal interaction with their peers. This often apparently results in extremes in behavior of aggressive and domineering nature or of full and abject submission.



Another possibility might explain the caste association of these roles; this tentative interpretation is based upon extensive experience with Negro teachers and discussions with others who have had experience with Negro teachers. So far as is known no studies pertaining to the possible explanation that follows have been made; thus it is a tentative interpretation. It seems that Negro teachers operate through much stronger authoritarian compulsion than white teachers. This may be feeling the necessity to play a role which has for one of its major aims that of improving the status of the race through increased knowledge and skill of the children and their acceptance of and adherence to culturally accepted behavior. Such operational methods, to the extent that they exist, would restrict the number of roles that could be played and in addition might create group conditions which would lead to the extremes of role playing through aggressive revolt or abject submission.

The hypothesis assumed that the self concept of white children would reflect in general less extremes in terms of the impacts of life experiences than Negro children. It was anticipated then that the roles associated with white children would suggest neither the extreme of aggressiveness nor of submissiveness. The role of director was interpreted to be such a role, and its association with white children supports the hypothesis of the study.

The role of bully was expected to be played more by Negro children, since it appears to be one of the aggressively domineering roles. In the one instance of role relationship observed for it, the role of bully is played more by Negro children. However, only one instance of role relationship appears to be insufficient evidence upon which to base a generalization concerning role association. Other roles which were

expected to be played more by Negro children, since they seemed to suggest the extremes of the continuum in aggressiveness or submissiveness, were dependent, scapegoat, and subverter. The role of scapegoat appears so few times in the data that no valid findings concerning it could be revealed. The roles of dependent and subverter appear to be roles that reflect the self concept's interpretation of the group situation for both Negro and white children. This suggests that they may be roles which satisfy needs and desires of the self that are not directly related to caste.

The roles of isolate and fringer are played more by white children. However, the strength of these role associations might be questioned since for the role of isolate it is based upon one instance of role significance and one of role sensitivity and for the role of ~~isolate~~<sup>fringer</sup> it is based upon three instances of role sensitivity. If they can be accepted as anything more than tentatively indicative, they are role associations for which an explanation does not seem readily apparent. It may be that they are so interpreted by children that they satisfy some need or desire that the white child, who has little assurance or confidence, feels in the group situation; to the extent that this is true they would show caste association. The lack of clarity in explaining these role associations suggest the need for further study of them in detail and depth in order to better understand how they are interpreted by the children who play them.

It was anticipated that the roles of attendant, catalyzer, clarifier, and mediator would also be played more by white children. The failure of the findings to reveal such role association for the roles of catalyzer, clarifier, and mediator can be explained by the few times these roles

were described in the case records. The explanation for the role of attendant not being played more by white children may be that its interpretation in terms of caste was misconstrued in the hypothesis, and that as children see and interpret the role, it reflects the self concept in the group situation as interpreted and given meaning by the self, whether that self concept is of the Negro among his peers or of the white among his peers; that is, the role of attendant may satisfy needs and desires, as felt and interpreted by the self, that are not related to caste. That is, the role of attendant which is interpreted to be a supportive and constructive role, although not aggressively expressed, should provide a feeling of belonging for the one playing it. This feeling of truly being a part of the group could be a comforting and satisfying feeling for the self concept regardless of the caste of the individual.

### III. SUMMARY.

The results of the comparisons made in Divisions VI and VII of the contingency tables to investigate sex and caste as factors related to role playing in grades two, four, and eight may be summarized as follows:

2. The sex of children does influence to a limited degree the roles they play in their peer group.
  - a. Boys are observed to play the roles of clown, dependent, and rejectee more than girls.
  - b. Girls are observed to play the roles of initiator, initiator, and nurturer more than boys.
3. The caste of children does influence to a limited degree the roles children play in their peer group.
  - a. Negro children play the roles of initiator and subverter more than white children.
  - b. White children play the roles of director, fringer, and isolate more than Negro children.

## CHAPTER VI

### THE SITUATION IN WHICH THE ROLE PLAYING BEHAVIOR OCCURS AS A FACTOR RELATED TO THE ROLES CHILDREN PLAY IN THEIR PEER GROUP

Divisions VIII and IX of the contingency tables, Table V, pages sixty-two to sixty-five, are concerned with the situation in which the role playing behavior occurs as a factor related to the roles children play in their peer group. The tabulations of the case study records provide data which make it possible for role playing to be compared in terms of two sets of situations:

First, each description of role playing behavior that appears in the case study record is checked as occurring in either the work group or the play group; contingency tables are developed to compare role playing in the work group with role playing in the play group (see Division VIII, Table V, pages 62-65 ). This situational comparison is referred to as "Situation A".

Second, each description of role playing behavior that appears in the case study records is checked as occurring in either the same sex group or in the heterogeneous sex group; contingency tables are developed to compare role playing in the same sex group with role playing in the heterogeneous sex group (see Division IX, Table V, pages 62-65 ). This situational comparison is referred to as "Situation B".

Twelve contingency tables are developed for each grade to investigate "Situation A" as a factor related to role playing in grades two, four, and eight; and twelve contingency tables are developed for each grade to investigate "Situation B" as a factor related to role playing in the three grades.

For each grade, Table 1 for "Situation A" and "Situation B" compares role playing by white boys of the "no break" group; Table 2 compares role playing by white boys of the "break" group; and Table 3 compares role playing by white boys of the "harmony" group. Tables 4, 5, and 6 make similar comparisons for "Situation A" and "Situation B" for white girls; Tables 7, 8, and 9 make the same comparisons for Negro boys; and Tables 10, 11, and 12 make these comparisons for Negro girls.

The results of the comparisons made to investigate "Situation A" and "Situation B" as factors related to role playing are summarized below. The results are numbered the same as the specific hypothesis to which they refer as stated in Chapter 1, pages 15-24. The statement of each finding is followed by an interpretive analysis which attempts to relate the finding to the theory and hypothesis of the study.

4. Whether the role playing behavior occurs in the work group or play group, or in the same sex group or heterogeneous sex group, does influence to a marked degree the roles children play in their peer group in grades two, four, and eight as evidenced by the finding that: (a) of the three hundred eighty-nine role comparisons made to investigate "Situation A" as a factor related to role playing, one hundred fifty-seven role relationships (one hundred twenty-six of role significance and thirty-one of role sensitivity) are observed: 40.3 per cent show role relationship, comprised of 32.3 per cent showing role significance and eight per cent showing role sensitivity; ninety-three role relationships (seventy-five of role significance and eighteen of role sensitivity) out of three hundred eighty-eight role comparisons are revealed for "Situation B": 23.9 per cent show role relationship, comprised of 19.3 per cent showing role significance and 4.6 per cent showing role sensitivity; and (b) eleven of the eighteen

roles considered in this study show role relationship in both "Situation A" and "Situation B"; these roles are (the numbers in parenthesis following the role indicate the number of instances of role significance and role sensitivity for the role in each situation, the letter A referring to "Situation A" and the letter B referring to "Situation B"):

attendant (A:27-4;B:19-1), bully (A:1-1;B:0-1), dependent (A:22-3;B:11-0); director (A:0-2;B:4-1); fringer (A:28-4;B:11-2); imitator (A:18-3;B:10-3); initiator (A:1-2;B:3-1); nurturer (A:1-0;B:1-0). The roles of clown (0-3) and isolate (1-1) show role relationship in "Situation A", and the roles of mediator (0-1) and morale builder (0-2) show role relationship in "Situation B". Tables X and XI, page 109, present in detail the role relationships observed in the comparisons made to investigate "Situation A" and "Situation B" as factors related to role playing. The roles of attendant, dependent, fringer, imitator, rejectee, and subverter account for 91.7 per cent of the role relationships observed in the two situations; these roles suggest passive and non-aggressive participation in the group.

Interpretive analysis: In "Situation A" and "Situation B" a separate and discrete factor is not being considered; instead the whole personality is being observed in terms of situational variables rather than considering only one factor that combines with many others in the process of the development of the personality and self concept. Thus the whole personality is being compared in two situational dimensions which are seen by the individual as involving different relationships, different expectations, and different activities to which he must react as an entity in terms of his self concept. The individual's complete background of experience, with its complex of interdependent and interrelated forces,

TABLE X

CHI SQUARE p VALUES SHOWING LEVEL OF SIGNIFICANCE OF EFFECT OF  
"SITUATION A" FOR ROLES CHILDREN PLAY IN THEIR PEER GROUPS

Roles	Family Experience Groups						Totals	
	Harmony		Break		No Break		Role Significance p .05	Role Sensitivity p >.05 p <.10
	.05	>.05 <.10	.05	>.05 <.10	.05	>.05 <.10		
Attendant	11	1	7	1	9	2	27	4
Bully				1	1		1	1
Clown		1		1		1		3
Dependent	5	2	9		8	1	22	3
Director		1				1		2
Fringer	10	2	10		8	2	28	4
Imitator	7	1	7	1	4	1	18	3
Initiator	1			1		1	1	2
Isolate			1			1	1	1
Nurturer			1				1	
Rejectee	1		2	1	2	3	5	4
Subverter	7	1	5	1	9	2	21	4
Sustainer					1		1	
Totals	42	9	42	7	42	15	126	31

Note: No role relationships are observed for the roles of catalyzer, clarifier, mediator, morale builder and scapegoat.

TABLE XI

CHI SQUARE p VALUES SHOWING LEVEL OF SIGNIFICANCE OF EFFECT OF  
"SITUATION B" FOR ROLES CHILDREN PLAY IN THEIR PEER GROUPS

Roles	Family Experience Groups						Totals	
	Harmony		Break		No Break		Role Significance p .05	Role Sensitivity p >.05 p <.10
	.05	>.05 <.10	.05	>.05 <.10	.05	>.05 <.10		
Attendant	7	1	6		6		19	1
Bully				1				1
Dependent	3		4		4		11	
Director	3	1			1		4	1
Fringer	3	1	4	1	4		11	2
Imitator	4	1	3		3	2	10	3
Initiator	2			1	1		3	1
Mediator						1		1
Morale Builder				1		1		2
Nurturer				1				1
Rejectee	1	1	1	1	2		4	2
Subverter	5	1	2	1	5	1	12	3
Sustainer					1		1	
Totals	28	6	20	7	27	5	75	18

Note: No role relationships are observed for the roles of catalyzer, clarifier, clown, isolate and scapegoat.

is operating as a unitary force rather than any single and discrete aspect of his experience background as important as it might be.

The Child's whole background of experience, as he has given meaning to it, enters into his interpretation of each situation and how he sees himself in it. It may be that he is ignorant of the demands, expectations, codes and activities of the group in the situation and feels that a passive and non-aggressive role is a suitable protection to his self concept in the group situation. Or, it may be that he is aware of the demands, expectations, codes and activities of the group and is aware also of the rewards that accompany adherence to and participation in them, but he feels that his skills are inadequate to creditably meet all the demands and expectations of the situation as he sees it and resorts to a passive and non-aggressive role as the best solution for him with least threat to his self concept. The particular passive and non-aggressive role which he utilizes will be determined by his interpretation of the over-riding goals of the group and how he sees himself in relation to them.

The work group and the heterogeneous sex group, being adult dominated, the child may see as situations where by meeting the adult demands, at the expense possibly of group goals, his self concept is protected. He may see a submissive approach as the best solution for his self concept in such situations, so he resorts to the roles of dependent and imitator; or he may see a more active approach is better, even though it may be more destructive of group goals, so he uses the role of subverter. The play group and the same sex group, being more child centered, he may see as situations where group goals, group solidarity, and group codes are of primary importance. He sees the need to find a role that will contribute to these group determined expectations as the



only means to protect his self concept in the situation. Thus, he plays the role of attendant which suggests a degree of constructive behavior above that of mere mimicry or submissiveness as suggested by the roles of imitator and dependent. Or, he seeks to move toward a stronger contribution to group goals ~~as~~ he interprets them but finds that his efforts are unaccepted, so he is a fringer or rejectee. It is doubtful that these last two roles represent accurately by name the roles as interpreted by the child; they represent names based upon the observable reaction of the group to them. It is difficult to see how a child would choose to play the role of fringer or rejectee.

The findings pertaining to the nature of the roles which seem to be more influenced by the variables compared are the same for "Situation A" and "Situation B" as for the comparisons already considered (Chapters IV and V), even though the influence of the situational variables is much stronger. Roles which suggest peripheral group interaction and indicate passive and non-aggressive participation in the group appear to be less firmly fixed as a part of the self organization as evidenced by their greater sensitivity to the variables investigated. The roles of attendant, dependent, fringer, imitator, rejectee, and subverter reveal greater sensitivity to "Situation A" and "Situation B", and have also shown greater sensitivity to the discrete variables that have been compared (Chapter IV and V).

There is the possibility, as discussed in the previous considerations, that the data of the study may be inadequate in that a teacher's case study record on a child, which covers a school year but which was not written to emphasize role playing, may not include descriptions of the more subtle and less obvious roles (such as, catalyzer, clarifier,

mediator, and sustainer), and thus may not present the characteristic pattern of role playing for the child.

- a. Children in the work group are observed to play the roles of imitator (13-3) dependent (22-3), and subverter (21-4) more than children in the play group; and children in the work group play the roles of attendant (27-4), fringer (28-4), and rejectee (5-4) less than children in the play group.
- b. Children in the play group are observed to play the roles of attendant (27-4), fringer (28-4), and rejectee (5-4) more than children in the work group; and children in the play group play the roles of imitator (13-3), dependent (22-3) and subverter (21-4) less than children in the work group.
- c. Children in the same sex group play the roles of attendant (19-1), fringer (11-2), and rejectee (4-2) more than children in the heterogeneous sex group; these roles are also played more by children in the play group. Children in the heterogeneous sex group play the roles of dependent (11-0), imitator (10-3), and subverter (12-3) more than children in the same sex group; these roles are also played more by children in the work group.

Interpretive analysis: The findings reveal that some roles (dependent, imitator, and subverter) are definitely associated with the work group, and others (attendant, fringer, and rejectee) are definitely associated with the play group. This suggests that the child sees the work group and the play group as two distinct situations to which he must adjust to the group dynamics, group goals, and group solidarity. The work group, where group membership may be a matter of mandate, may be seen by the child as an adult directed and dominated situation where the goals and activities of the group are subordinated to the expectations of the adult, and thus a situation in which there would be less threat of punishment by the group for any behavior that might hamper or impede group solidarity and cohesion. In such a situation, individual goals, defined by the child on the basis of the adult expectations, might be of major concern with a consequent decrease in awareness of and interest in any

group goals.

The play group suggests a more child-centered situation where the group goals and activities are determined by the children. In such a situation the child might be more aware of the importance of group solidarity and cohesion, and thus might feel a greater threat of expulsion from the group for any behavior that would tend to destroy group unity and to threaten group goals.

If the above situation analysis is valid, the roles of attendant, fringer, and rejectee (even though passive and non-aggressive) which are associated with the play group would suggest a more positive charge, in terms of group dynamics, than the roles of dependent, imitator, and subverter. The roles of attendant, fringer, and rejectee suggest role playing behaviors that are not disruptive to group dynamics or group interaction, although they do not represent highly charged positive roles. There is a suggestion that each of these roles involves behavior that represents an attempt to adjust to low status in the group without disrupting the group. The roles of dependent and imitator, although not necessarily disruptive of the group, suggest behavior that is more concerned with individual goals and less with group goals. The role of subverter suggests behavior that is strongly individualistic and that could be disruptive of group goals and activities; thus it is a role that might be acceptable to a limited degree in a situation that is adult directed and dominated while being definitely unacceptable in a child-centered situation. An additional comment concerning the association of the roles of fringer and rejectee with the play group situation: the work group situation may be so adult dominated and directed that no fringers or rejectees are allowed or permitted; would-be fringers and rejectees

are forced into the group and thus may react by adjusting to some other passive and non-aggressive role that is acceptable to the adult demands.

The findings also reveal that some roles are definitely associated with the same sex group (attendant, fringer and rejectee), and others are definitely associated with the heterogeneous sex group (dependent, imitator, and subverter). The findings further reveal that the same roles are associated with same sex group and the play group, and that the same roles are associated with heterogeneous sex group and the work group.

This suggests that the child also sees the same sex group and the heterogeneous sex group as two distinct situations in terms of group dynamics and in terms of group goals and group solidarity to which he must adjust. The heterogeneous sex group, where group membership may be adult determined (particularly in grades four and eight) and thus not a spontaneous child grouping, may be seen by the child as an adult directed and adult dominated situation where the goals and activities and rewards are in terms of the adult expectations, and where any children-determined group goals are subordinated to the adult demands; this is a situation, then, in which there would be less threat of punishment by the group for any behavior that might hamper or impede group solidarity and group cohesion.

The same sex group suggests (particularly for grades four and eight) a more child-centered situation where the group goals and activities are determined and defined by the children. In such a situation the child might be more aware of the importance of group solidarity and cohesion, and might feel a greater threat of expulsion from the group for any behavior that might destroy group unity and threaten group goals.

The repetition of the same combination of roles for "Situation A" and "Situation B" suggests that as children sees them the work group and the heterogeneous sex group are situations which have some comparable interacting dynamics and forces impinging upon the self concept. Likewise, the play group and the same sex group have certain similarities in dynamics as interpreted by children. Why certain roles group together implies the same tentative hypothesis for "Situation B" as that offered for the same combinations in "situation A" (see pages 112 - 114 ).

#### SUMMARY.

The results of the comparisons made in Divisions VIII and IX of the contingency tables to investigate "Situation A" and "Situation B" as factors related to role playing in grades two, four, and eight may be summarized as follows:

4. "Situation A" (work group or play group) and "Situation B" (same sex group or heterogeneous sex group) do influence to a marked degree the roles children play in their peer group in grades two, four, and eight.

- a. Children in the work group are observed to play the roles of imitator, dependent, and subverter more and the roles of attendant, fringer, and rejectee less than children in the play group.
- b. Children in the play group are observed to play the roles of attendant, fringer, and rejectee more and the roles of imitator, dependent, and subverter less than children in the work group.
- c. Children in the same sex group play the roles of attendant, fringer, and rejectee (the same roles that showed association with the play group) more than children in the heterogeneous sex group. Children in the heterogeneous sex group play the roles of dependent, imitator, and subverter (the same roles that showed association with the work group) more than children in the same sex group.

## CHAPTER VII

### AGE OR GRADE PLACEMENT AS A FACTOR RELATED TO THE ROLES CHILDREN PLAY IN THEIR PEER GROUP

Twelve contingency tables are used in investigating age or grade placement as a factor related to the roles children play in their peer group (see Table VI, page 71). Each contingency table compares all the role playing behaviors observed and recorded for the three basic groups ("no break", "break", and "harmony") of one sex and caste of one grade with the role playing behaviors observed and recorded for the three basic groups of the same sex and caste of another grade. For example, the role playing behaviors observed and recorded for the "no break", "break", and "harmony" groups of white boys of the second grade are combined and compared with role playing behaviors observed for the three basic groups combined of white boys of grade four; similar comparisons are made for white boys of grade two and grade eight, and of grade four and grade eight. In like manner, three contingency tables are made for white girls, three for Negro boys, and three for Negro girls.

The results of the comparisons made to investigate age or grade level as a factor related to role playing are summarized below and are numbered the same as the specific hypothesis to which they refer as stated in Chapter I, pages 15-24. The statement of each finding is followed by an interpretive analysis which attempts to relate the finding to the theory and hypothesis of the study.

5. The age or grade level of children does influence to an appreciable degree the roles they play in their peer group as evidenced by the finding that: (a) of the one hundred eighty role comparisons made in the twelve contingency tables which investigated age or grade level as a

related factor, fifty-three role relationships (forty-four of role significance and nine of role sensitivity) are observed; that is 29.4 per cent of the role comparisons made showed role relationship: 24.4 per cent at level of significance and five per cent at level of sensitivity; and (b) sixteen of the eighteen roles considered in the study are involved in the fifty-three role relationships observed; these roles are (the numbers in parenthesis following the role indicate respectively the number of instances of role significance and role sensitivity for the role): attendant (5-0), bully (1-0), catalyzer (0-1), clown (2-0), dependent (1-2), mediator (1-0), morale builder (6-0), nurturer (4-0), rejectee (2-2), subverter (0-1), and sustainer (2-1). Table XII, pages 117 - 118 presents in detail the role relationships observed in the comparisons made to investigate age or grade level a factor related to role playing.

Interpretive analysis: The rationale of this study postulates that role playing is the reflection of the self concept in group interaction. It posits further that the self is a dynamic and ongoing process which at any time is the resultant of many interrelated forces that are and have been present and active in the life experiences; not only is the self an emergent dynamic in terms of these interrelated forces but it also is an active agent in manipulating and altering the forces. The variety and nature of the experiences, the physiological potentials and functioning of the organism, the emotional climate of one's experiences in interpersonal relationships, the cultural milieu with its codes and values, and one's place in the life cycle are some of the interrelated forces that make impact upon the process of the development of the self concept.

The inclusion of one's place in the life cycle as one of the interrelated forces operative in the development of the self concept

CHI SQUARE p VALUES SHOWING LEVELS OF SIGNIFICANCE OF EFFECT OF  
AGEOR GRADE LEVEL FOR ROLES CHILDREN PLAY

Roles	Grade Two and Grade Four Comparisons							
	Boys		Girls		Boys		Girls	
	White		White		Negro		Negro	
	p	p	p	p	p	p	p	p
	>.05	>.05	>.05	>.05	>.05	>.05	>.05	>.05
	.05	<.10	.05	<.10	.05	<.10	.05	<.10
Attendant								
Bully								
Catalyzer			1					
Clown								
Dependent								
Director	1				1			
Fringer								
Imitator	1							
Initiator					1			
Isolate			1					
Mediator								
Morale								
Builder					1			
Nurturer							1	
Rejectee								1
Subverter								1
Sustainer								
Totals	2	0	0	2	3	0	1	2

6 role significance, 4 role sensitivity

Roles	Grade Two and Grade Eight Comparisons							
	Boys		Girls		Boys		Girls	
	White		White		Negro		Negro	
	p	p	p	p	p	p	p	p
	>.05	>.05	>.05	>.05	>.05	>.05	>.05	>.05
	.05	<.10	.05	<.10	.05	<.10	.05	<.10
Attendant	1		1				1	
Bully	1							
Catalyzer								
Clown					1			
Dependent		1	1					
Director	1		1		1		1	
Fringer	1							
Imitator	1		1					
Initiator	1							
Isolate		1	1					
Mediator								
Morale								
Builder	1				1		1	
Nurturer			1					
Rejectee	1						1	
Subverter								
Sustainer			1					
Totals	8	2	7	0	3	0	4	0

22 role significance, 2 role sensitivity



TABLE XII (Continued)

Roles	Grade Four and Grade Eight Comparisons				Totals	
	Boys White	Girls White	Boys Negro	Girls Negro	Role Significance p .05	Role Sensitivity p >.05 <.10
	p	p	p	p		
	>.05 .05 <.10	>.05 .05 <.10	>.05 .05 <.10	>.05 .05 <.10		
Attendant	1	1			5	0
Bully					1	0
Catalyzer					0	1
Clown			1		2	0
Dependent		1			1	2
Director		1	1	1	9	0
Fringer					1	0
Imitator	1	1			5	0
Initiator	1		1		4	0
Isolate					1	2
Mediator			1		1	0
Morale Builder	1			1	6	0
Nurturer		1		1	4	0
Rejectee	1				2	2
Subverter					0	1
Sustainer	1	1			2	1
Totals	4	5	4	3	44	9

16 role significance, 3 role sensitivity

Note: No role relationships are observed for the roles of clarifier and scapegoat.

suggests that the self should be explored and viewed from the base line of the individual's developmental level. Thus the self concept of the eight-year-old is expected to be different from the self concept of the eighteen-year-old. If role playing is the process involved in the self's social interaction with its peers, as this study assumes, then a change in developmental level should be made evident by a change in role playing.

It is recognized that chronological age and school grade placement are not exact or fully reliable measures of developmental level. However, changes in chronological age and progress up the school grade ladder are usually accompanied by developmental changes. The findings from the comparisons made to investigate age or grade level as a factor related to role playing, both in terms of the number of role relationships observed and in the number of roles showing relationship, can be explained on the basis of the developmental changes that children experience as they grow older and as they move up the school ladder.

- a. The findings of this study reveal that there are some roles that appear to be in greater evidence at a higher or lower grade level.
- b. It is observed that the roles of director (9-0), isolate (1-2), nurturer (4-0), and rejectee (2-2) are in greater evidence for the lower of the two grade levels compared; and the roles of clown (2-0), imitator (5-0), morale builder (6-0), and sustainer (2-1) are in greater evidence for the higher of the two grade levels compared.

Interpretive analysis: The number of role relationships observed for each of the above roles is so small that their association with a higher or lower grade level as revealed by the findings can be accepted as only tentative and suggestive. The explanation for such role association is not too clear. However, if the findings are truly indicative of the association of certain roles with a higher or lower grade level,

the explanation is to be found in the nature of the roles as they are interpreted by the children who play them.

It may be that some children see the role of director becoming too burdensome and threatening to the self concept through time and other roles, less in the spot-light and less heavily charged with responsibility, are accepted and utilized as offering better assurance of the maintenance of the self concept. Such substitute roles might be morale builder, sustainer, or clown, all of which are associated with the higher grade level; or the substitute role might be one that is more subtle (catalyzer, clarifier, or mediator) that have not appeared in the findings of this study. It may be that the association of the role of director with the lower grade levels results from the peer group becoming more stable through time, the group interaction processes becoming more structured, and children see fewer director roles in the group as progress is made up the school grade ladder. This possible explanation would be in accord with Moreno's <sup>56/</sup> nature of the group dy-

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<sup>56/</sup> Moreno, op. cit., p. 58).

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namics, which at the lower grade levels were characterized as a "pre-socialized period" when the group is less constant and less differentiated than later, with a wide and changeable variety of role playing in evidence. During this period, children appear to be more ego-centric, and there is an apparent lack of peer group cohesion.

The roles of isolate, nurturer, and rejectee also are observed to be associated with the lower grade level. The number of observed role relationships for each is less than that observed for the role of director; therefore, the explanation for their association with the lower grade is more tentative. The explanation may be:

First, the nature of the roles: the isolate (1-2) is apparently ignored by the group; the nurturer (4-0) "mothers" other children; and the rejectee (2-2) is denied participation in group activity. Each of the roles, in terms of group interaction, appears to carry a negative charge. This suggests that there might be some difficulty in incorporating any of these roles into the self organization as an acceptable pattern of role playing; such incorporation might be threatening to self maintenance through time. Substitute roles, that are at least in the group although possibly not of high status, are explored in order to find a way to handle group situations that is more acceptable to the self organization. It appears that one factor which would influence the nature of the substitute role is the pattern of energy organization of the individual; that is, if it is of such nature that a high level of energy output is evident, then the substitute roles likely would be more active and aggressive (such as bully or clown) than would be the case for a low level of energy output where the roles would be more passive and non-aggressive (such as imitator or sustainer). Of course, the substitute roles may be roles which show no association with lower or higher grade level (attendant, dependent, initiator), or roles which are more subtle and which have not appeared in the findings of this study (catalyzer, clarifier, mediator). A further explanation for the roles of isolate and rejectee might be that there are children who have not learned how to participate in group interaction to a degree that permits them to get into the group.

Second, the nature of the peer group may account for the association of certain roles with a lower or higher grade level. As mentioned

above, the peer group may become more stable through time, the group interaction processes more structured, due to (1) developmental changes in the members of the group and/or (2) to the cultural pressures exerted on the group. The influence of the first force as it relates to role playing in the changing peer group dynamics is not apparent at the present time, particularly as it applies to the roles of isolate, nurturer, and rejectee. The influence of the second factor appears more evident, since the data for the study came from case records written by teachers who were describing, in most instances, events and incidents in a school setting. Thus, the descriptions would be of activities and situations heavily colored by the school's influence as a social institution in which such roles as isolate and rejectee (and probably to a smaller degree the role of nurturer) would not be allowed; through time, then, these roles would have to be discarded in school influenced group situations.

The roles of clown (2-0), imitator (5-0), morale builder (6-0), and sustainer (2-1) are observed to be in greater evidence in the higher grade level. A partial explanation of the association of these roles with the higher grade level appears above in the discussion of the roles of director, isolate, nurturer, and rejectee. In summary, the roles of clown, imitator, morale builder, and sustainer appear to be roles that through time the self organization finds more acceptable and less threatening in the group situation than other roles: (1) the other roles may have a high status and carry a heavy load of responsibility (director) or may have a low status (isolate, nurturer, rejectee), either of which serves as a constant threat to self maintenance that may be difficult

to handle; (2) the cultural demands, expectations and values may define the other roles as unacceptable behaviors in the group situation thereby making it difficult for them to be incorporated in the self organization that sees itself operating as a participating member of society; and (3) the peer group dynamics may be of such nature that in the higher grades more opportunities are provided for the roles of clown, imitator, morale builder and sustainer to be played than the roles of isolate, nurturer and rejectee.

- c. The findings reveal that the degree of difference in the role playing of children increases as the difference in age or grade level is increased and decreases as the difference in age or grade level decreases as evidenced by: (1) of the fifty-nine role comparisons made in comparing role playing in grades two and four, ten role relationships (six of role significance and four of role sensitivity) are revealed, 16.9 per cent; (2) of the sixty-one role comparisons made in comparing role playing in grades two and eight, twenty-four role relationships (twenty-two of role significance and two of role sensitivity) are observed, 39.3 per cent; and (3) of the sixty role comparisons made in comparing role playing in grades four and eight, nineteen role relationships (sixteen of role significance and three of role sensitivity) are observed, 31.6 per cent.

Interpretive analysis: The above findings reveal that there is a difference in the roles played by children in grades two, four, and eight: that the difference is least in grades two and four, greatest in grades two and eight, and that the difference in grades four and eight is greater than in grades two and four but less than in grades two and eight. These results agree with the hypothesis of this study as stated in Chapter I (5.c., page 24) and indicate: (1) children find that the roles they play in grade two are more appropriate in grade four than in grade eight, which is an indication of the relatively small changes in development children experience between grades two and four as compared

to the developmental changes that occur between grades two and eight; (2) children find that the roles they play in grade four are more appropriate for grade two than for grade eight, which indicates that the developmental changes from grade four to eight are greater than they are from grade two to grade four; and (3) children find that the roles they play in grade eight are more appropriate for grade four than for grade two, which indicates that the developmental changes from grade two to grade eight are greater than they are from grade four to grade eight.

These findings support the theory and hypothesis of the study which assumes that role playing is the reflection of the self in the group situation and that the self is a dynamic and ongoing process which must be interpreted from the base line of its place in the developing life story. Thus, developmental changes are accompanied by role playing changes that reflect the ongoing and developing self concept, and the greater the developmental change the more noticeable is the change in role playing. These results also appear to be in agreement with the generally accepted statement that there are developmental changes which accompany most children's progress up the school ladder and that these changes are associated with different behaviors which vary in extent or degree depending upon the degree of developmental change.

#### SUMMARY.

The results of the comparisons made to investigate age or grade level as a factor related to role playing in grades two, four, and eight may be summarized as follows:

5. The age or grade level of children does influence to an appreciable degree the roles they play in their peer group.

a. There are some roles that appear to be in greater evidence at a higher or lower grade level.

- b. The roles of director, isolate, nurturer, and rejectee are in greater evidence for the lower grade level; and the roles of clown, imitator, morale builder, and sustainer are in greater evidence for the higher grade level.
- c. The degree of difference in the role playing of children increases as the differences in age or grade level is increased and decreases as the difference in age or grade level is decreased.



## SECTION C

### CHAPTER VIII

#### CONCLUDING SUMMARY AND IMPLICATIONS

##### I. STATEMENT OF THE PROBLEM AND EXPERIMENTAL DESIGN.

A review of the literature in the field of human development indicates the importance of one's experience in group interaction as a significant factor in the development of personality. Belonging to a group, the inter-personal relationships involved in the process of belonging to and functioning in the group, and the roles one plays in the process are recognized as strong forces in the development of the individual's personality and self concept.

This study explores one aspect of the larger picture: role playing and some factors that may be related to role playing. The study is based upon the hypothesis that there are at least five factors that influence the roles children play in their peer group: (1) family or home experience, (2) sex, (3) caste, (4) situation in which role playing occurs, and (5) age or grade placement. Family or home experience is defined in this study as being of three types: (a) no experience with a physical break in family membership, (b) experience with a physical break in family membership, and (c) evidence of experience with a degree of warmth in interpersonal family relationships; these divisions are discussed more fully on the following pages. The situation in which the role playing behavior occurs involves two sets of situations in this study: (1) "Situation A", where the work group is compared with the play group; and (2) "Situation B", where the same sex group is compared with the heterogeneous sex group. Age or grade level in this study

includes grades two, four, and eight.

Specifically the hypothesis of this study is stated as follows:

1. The family or home experience of children will influence the roles they play in their peer group:
  - a. Children from homes evidencing "harmony" will differ significantly from children in "break" and "no break" groups in the greater evidence of their playing roles of: director, clarifier, morale builder, catalyzer and attendant. These roles suggest confident and positive behavior, which may or may not be aggressively expressed, as a reflection of the favorable balance of family or home experience of the child.
  - b. At the same time children from homes evidencing "harmony" will differ significantly from these same groups in the lesser evidence of playing roles of: bully, clown, imitator, rejectee, isolate, scapegoat, and dependent, which suggest passive and non-constructive participation in the group.
  - c. Children from homes evidencing "break" will differ significantly from children in "harmony" and "no break" groups in the greater evidence of their playing roles of: bully, imitator, nurturer, isolate, scapegoat, and dependent. These roles suggest fearful, thwarted, and non-constructive behavior, which may or may not be aggressively expressed, or a reflection of the unfavorable balance of family or home experience.
  - d. At the same time children from homes evidencing "break" will differ significantly from these same groups in the lesser evidence of playing roles of: director, clarifier, morale builder, mediator, catalyzer, sustainer, and initiator, which suggest constructive participation in the group.
  - e. Children from homes evidencing "no break" will differ significantly from children in "break" and "harmony" groups in the greater evidence of their playing roles of: initiator, rejectee, subverter, and sustainer. These roles suggest an "in and outness" in terms of group participation, possibly an experimental behavior, as a reflection of a family or home experience that is not weighted heavily either favorably or unfavorably.
  - f. At the same time children from homes evidencing "no break" will differ significantly from these same groups in the lesser evidence of playing roles of: director, clarifier, morale builder, mediator, catalyzer, and isolate, which suggest either strong constructive participation or disruptive non-constructive participation in the group.

2. The sex of children will influence the roles they play in their peer group:

- a. Boys will differ significantly from girls in the greater evidence of their play roles of: bully and clown, which suggest aggressiveness of a physical nature in participation in the group.
- b. Girls will differ significantly from boys in the greater evidence of their playing roles of: nurturer, sustainer, and subverter, which do not suggest aggressiveness of a physical nature in participation in the group.
- c. Boys and girls will not differ significantly in playing the remaining roles, as these roles do not suggest any degree of aggressively physical participation.

3. The caste of children will influence the roles they play in their peer group:

- a. Negro children will differ significantly from white children in the greater evidence of their playing roles of: bully, imitator, subverter, scapegoat, and dependent, which suggest the extremes of aggressiveness and submissiveness in participation in the group.
- b. White children will differ significantly from Negro children in the greater evidence of their playing roles of: director, clarifier, mediator, catalyzer, and attendant, which suggest neither extreme aggressiveness or submissiveness.

4. The situation will influence the roles children play in their peer group:

- a. The roles children play in the work group will differ significantly from those in the play group in the greater evidence in the work group of the roles of: initiator, subverter, and dependent, which suggest a more authoritarian situation wherein group goals can be and are subordinated to individual goals. There will be lesser evidence in the work group of the roles of rejectee, fringer, and isolate as the authoritarian control will not permit them.
- b. The roles children play in the play group will differ significantly from those in the work group in the greater evidence in the play group of the roles of: director, clarifier, morale builder, mediator, catalyzer, and attendant, which suggest a more child-centered situation wherein group goals are of major importance.

since contributions to them aid the individual goals.

- c. The roles children play in the same sex group will differ significantly from the roles played in the heterogeneous sex group in the greater evidence, in general, of the same roles for the same sex group as for the play group, and the same roles for the heterogeneous sex group as for the work group.

5. The age or grade level of children will influence the roles they play in the peer group.

- a. Although there will be a significant difference in the role playing of children at different age or grade levels, there seems to be no clues at the present time to indicate that there are roles which will be in greater evidence at a higher or lower grade level. If any evidence of this nature is observed, an attempt will be made to explain it on the basis of the construct previously developed concerning role playing as a reflection or expression of the processes involved in the development of the self concept.
- b. It is believed that if any roles are in greater evidence at a higher or lower grade level, such findings will serve as a clue to the nature of the roles as they are interpreted by children.
- c. It is believed that the degree of significant difference in the role playing of children at different age or grade levels will increase as the difference in age or grade level is increased and decrease as the difference in age or grade level is decreased.

The data used in this study to explore and test the hypothesis are obtained from tabulations made from case study records of white and Negro children in grades two, four, and eight in public schools in Texas, Maryland, City of Baltimore, Atlantic City (New Jersey), Washington (D.C.), and Louisiana. The case study records from which the tabulations were made were written by teachers participating in the second or third year of a child study program. Each tabulation is a summary of some of the information included in the case study record, as analyzed and interpreted by a trained observer. All the items included in the tabulations are not included in this study. The following types of information from the tabulations are used: (1) geographical location

of school child attended; (2) school grade placement of child; (3) sex of child; (4) caste of child, white or Negro; (5) socio-economic class of child's family; (6) family or home experiences of child; (7) types of role playing behavior observed and recorded by the teacher; and (8) situation in which role playing behavior occurred.

The basic plan of organization for this study is taken from information in item six (family or home experience), which provides for three basic groups; children experiencing no break in family membership, children experiencing a break in family membership, and children in whose records there is evidence of a degree of warmth in interpersonal family relationships. Subsequently, items two (grade), three (sex), and four (caste) are each used as a basis for comparing the three basic variations in family situations. Reference to the list of contingency tables (Table V, pages 62-65 ) and the tables of results (Tables VI, VII, VIII, IX, and X) will illustrate the application of this procedure of analysis. Item seven indicates for each tabulation the roles played by the child from whose case study record the tabulation is made. Each role playing behavior is tabulated under item eight as occurring in (1) the work group or the play group, and (2) the same sex group or the heterogeneous sex group.

Each tabulation reveals information contained in that case study record concerning the family or home experience of the child: (1) evidence that the child has, or has not, experienced a physical break in family membership, and (2) that there is, or is not, evidence indicating that the child has experienced a degree of warmth in the family interpersonal relationships. This information is used to form the three basic groups for each sex and caste of each grade included in the study. The

names used for each basic group and the meaning of each are as follows:

Group I, No Break: The tabulations included in this group state that (1) the case study records contain information indicating the child has not experienced a physical break in family membership, and (2) the records contain no evidence to indicate the child has experienced a degree of warmth in interpersonal family relationships.

Group II, Break: The tabulations included in this group state that (1) the case study records contain information indicating the child has experienced a physical break in family membership, and (2) the records contain no evidence to indicate the child has experienced a degree of warmth in interpersonal family relationships.

Group III, Harmony: The tabulations included in this group state that (1) the case study records contain information indicating the child has not experienced a physical break in family membership, and (2) the records contain evidence to indicate the child has experienced a degree of warmth in interpersonal family relationships.

There are forty tabulations (cases) for each sex, caste and grade of the three basic groups, except for white girls of the fourth grade (pages 38-42 ). The total tabulations used in this study are a sampling of the tabulations from four thousand one hundred ten case study records.

The method used to check the hypothesis of this study (to assess or determine association or relationship) is to develop contingency tables of role playing behavior for the variable factors compared and to check the null hypothesis by use of Chi Square. For each contingency table, influences or relationship is expressed either as role significance or role sensitivity: (1) role significance, when the value

of Chi Square for the role is equal to or greater than the .05 proportion; and (2) role sensitivity, when the value of Chi Square for the role is between the .05 and .10 proportions. The general term "role relationship" is used to refer to both role significance and role sensitivity.

There are ten groups or divisions of contingency tables in the study, grouped together in terms of each variable being considered. In each division the association or relationship being tested involves the question: Does the variable of each division influence the roles children play in their peer group in grades two, four, and eight? The variable factors considered in these ten divisions of contingency tables are: (1) the three types of family or home experience ("no break", "break", "harmony") in all situations where role playing behavior occurs; (2) sex; (3) caste (white and Negro); (4) "Situation A" (work group or play group), (5) "Situation B" (same sex group and heterogeneous sex group); (6) family or home experience in work group situation; (7) family or home experience in play group situation; (8) family or home experience in same sex group situation; (9) family or home experience in heterogeneous sex group situation; and (10) age or grade placement (grades two, four, and eight).

## II. SUMMARY OF FINDINGS.

The results of the comparisons made to test the hypothesis of this study may be summarized as follows:

1. The family or home experience of children does influence to a limited degree the roles they play in their peer group.

- a. Children from homes evidencing "harmony" play the roles of attendant and imitator more than the children of the

other two groups.

- b. Children from homes evidencing "harmony" play the roles of dependent, nurturer, and rejectee less than children of the other two groups.
- c. Children from homes evidencing "break" play the roles of dependent and nurturer more than the children of the other two groups.
- d. Children from homes evidencing "break" play the roles of initiator and subverter less than children of the other two groups.
- e. Children from homes evidencing "no break" play the roles of rejectee and subverter more than children of the other two groups.
- f. Children from homes evidencing "no break" do not play any roles consistently less than the children of the other two groups.

2. The sex of children does influence to a limited degree the roles they play in their peer group.

- a. Boys play the roles of clown, dependent, and rejectee more than girls.
- b. Girls play the roles of imitator, initiator, and nurturer more than boys.

3. The caste of children does influence to a limited degree the roles they play in their peer group.

- a. Negro children play the roles of imitator and subverter more than white children.
- b. White children play the roles of director, fringer, and isolate more than Negro children.

4. "Situation A" (work group or play group) and "Situation B" (same sex group or heterogeneous sex group) do influence to a marked degree the roles children play in their peer group.

- a. Children in the work group play the roles of imitator, dependent, and subverter more and the roles of attendant, fringer, and rejectee less than children in the play group.



- b. Children in the play group play the roles of attendant, fringer, and rejectee more and the roles of imitator, dependent, and subverter less than children in the work group.
- c. Children in the same sex group play the roles of attendant, fringer, and rejectee (the same roles are associated with the play group) more than children in the heterogeneous sex group. Children in the heterogeneous sex group play the roles of dependent, imitator, and subverter (the same roles are associated with the work group) more than children in the same sex group.

5. The age or grade level of children does influence to an appreciable degree the roles they play in their peer group.

- a. There are some roles that appear to be in greater evidence at a higher or lower grade level.
- b. The roles of director, isolate, nurturer, and rejectee are in greater evidence at the lower grade level; and the roles of clown, imitator, morale builder, and sustainer are in greater evidence at the higher grade level.
- c. The degree of difference in the role playing of children increases as the difference in age or grade level is increased and decreases as the difference in age or grade level is decreased.

### III. IMPLICATIONS.

1. The limited influence that the separate and discrete factors of family or home experience, sex and caste have on role playing as revealed in the findings of this study suggests that one must go further and deeper than any one of these discrete factors if role playing is to be understood and explained. This implies that teachers, and others who work with children, can no longer say with assurance that the child plays a certain role just because of his family or home experience, or just because of his sex or caste. This indicates that teachers, and others who work with children, need: (1) to become conversant with the basic principles that are operative in growth and development, (2) to see how these make their impact upon the emergent and developing self concept

through one's life experiences, (3) to understand and appreciate that this is an ongoing and unique process for each individual which must be explored and analyzed on the basis of the individual's physiological potentials and culturally acquired attitudes, values and goals as they have operated in his unique life experiences to form his self concept, and (4) to interpret role playing as the reflection of this self concept in the group situation.

2. The greater sensitivity of certain roles, which suggest peripheral group interaction, to the factors investigated in this study indicates the need for additional studies of the roles in detail and depth so that more can be learned concerning their nature, their desirability, the forces which enhance or retard their appearance, and the nature of situations as interpreted by children which seem to call forth certain roles. The general nature of this study is so broad and extensive that its findings can only be suggestive and indicative. Further studies might be developed through the direct observation of groups interacting through time in different situations, possibly with one or more groups at each developmental level, in order to analyze and interpret the dynamic processes at work in each group. Such studies should be developed from the viewpoints of the children involved rather than from adult standards and definitions.

An approach of this nature necessarily would involve an understanding of the individuals of the group so that the behavior observed could be related to the life experience of each. Study of any and all role playing would be emphasized by the researcher in the beginning; labeling of role playing would come after the descriptions of the behavior had been recorded; analysis and interpretation should be in terms of the individual's self concept operating in different situations. This kind of study

might reveal results of major importance:

It is likely that some of the roles as now named and described would be re-named and re-defined in a manner that would be more in accord with children's ~~external~~ frames of reference. It seems questionable that children see themselves as playing the roles of isolate, or rejectee or scapegoat; the names given these roles represent the reaction of others to the individual's behavior, according to adult judgment. For example, Robert is said to be playing the role of scapegoat in the following anecdote:

"Today I saw Robert chasing two boys around the room during lunch hour. I stopped the three of them.... When I asked the reason for such behavior, Robert was so angry that I could not understand his language. The other two boys were just smiling and said, 'We were just teasing Robert.'"

To say that Robert is playing the role of scapegoat is defining his behavior in terms of the way adults see his companions treating him. Robert seems to have been retaliating aggressively to the behavior of others, so it might be more accurate to say that he was playing the role of "aggressive retaliator". A better name probably could be given the role, but this serves to illustrate what further study in depth and sharpness might do to clarify role playing.

3. If the results of the comparisons made in this study to investigate the influence of age or grade placement upon role playing can be accepted as indicative, then schools and teachers, and other individuals and institutions concerned with human development, need to understand and appreciate that for children progress through the grades is accompanied by change in role playing behavior. The demands and expectations placed on children, the experiences and activities made available to them, should be evaluated in terms of the characteristics suggested by the roles which appear to them to be appropriate for the grades.

4. The findings of this study reveal that the situation in which the role playing behavior occurs (whether in work group or play group, or in same sex group or heterogeneous sex group) has a much greater influence on role playing than any of the discrete factors considered. This supports the earlier statements that have been made concerning the holistic nature of role playing. The results imply that to be understood role playing must be seen and analyzed in the context of the situation and as

a function of the self concept in the situation. Fragmentary association and relationship cannot be made with assurance and confidence; role playing does not evolve as a function of discrete forces but as a response to the situation which involves all the complex of forces that are operative in the process of the development of the self concept.

This implies that our curriculum practices should be examined in terms of the situations which children in our schools experience. If some roles are unacceptable and maladjustive according to adult standards, the explanation for their appearance in group interaction should be sought in an examination of the situations as children interpret them. It seems likely that the undesirable roles, as the adult interprets them, are provoked by the threatening or restraining or foreign elements of the situation as the child sees it and not because of his personal perversity. Curriculum practices cannot be divorced from the group situations in which children find themselves as experiences are made available to them. Curriculum practices should be such that these group situations are related to the children's experiences in terms of their developmental level and background of life experiences, in addition, these group situations should be such that opportunities are provided for each child to play roles that have meaning for his self concept in terms of his own personal dignity and worth.

5. If role playing is the reflection of the self concept in the group situation, if participating in peer group relationships is accepted as a factor of major importance in personality development, and if role playing is interpreted as an essential in the process of group interaction, then the relatively few instances of role playing behavior tabulated for each record seem to suggest important implications for consultants and

participants in a child study program. The implication seems to be that more attention should be devoted to this important aspect in the individual's life story of growth and development.

It is recognized that to list by steps the procedure to be followed in guiding more attention to group interaction and role playing may be difficult and subject to many corrections. However, a tentative procedure is suggested:

- a. Develop through group discussions the recognition and understanding that role playing is a function of the self concept in the group situation and not significantly related to any separate and discrete factor in the life experience and that it is basic to a better understanding of human development.
- b. Provide leadership in establishing an emotional climate in the study group meeting such that the participants can look at and discuss, without a feeling of threat, their own classrooms in terms of the prevailing situations available to their children for role playing.
- c. Help teachers recognize and understand that if role playing is to be understood it must be observed in terms of the performer in the situation as his self concept gives meaning to it, and the observation should be free of adult value judgments and concerned primarily with processes (what is actually going on) and only secondarily with structure.
- d. Encourage teachers to bring out implications pertaining to the kind of classroom climate that might encourage and foster favorable situations for group interaction by children which would make it possible for each to function in a manner in keeping with what he has brought to the situation and in a manner that would recognize his personal worth and dignity.

It is believed that such procedures would lead to a better understanding of role playing and its importance and thus meet a need that seemed to be implied by the data of this study.

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